DOCUMENT RESUME

ED 431 130 CE 078 815

AUTHOR	Hayman, Sarah, Comp.; MacKenzie, Jeanne, Comp.; Adams, Heather, Comp.; Harris, Lee-ann, Comp.
TITLE	Vocational Education & Training Research Database, 1998.
INSTITUTION	National Centre for Vocational Education Research, Leabrook (Australia).
ISSN	ISSN-1034-0815
PUB DATE	1998-00-00
NOTE	617p.
AVAILABLE FROM	National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia; email: ncver@ncver.edu.au; Web site: http://www.ncver.edu.au/
PUB TYPE	Collected Works - Serials (022) -- Reference Materials - Bibliographies (131)
JOURNAL CIT	Vocational Education & Training Research Database; n35-38 Mar-Dec 1998
EDRS PRICE	EDRS Price MF03 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Access to Education; Adult Education; Apprenticeships; Clearinghouses; Disabilities; Disadvantaged; *Education Work Relationship; Educational Planning; *Educational Research; Foreign Countries; Indigenous Populations; Information Networks; *Job Training; Literacy Education; Postsecondary Education; *Research Projects; Secondary Education; *Vocational Education; Workplace Literacy; *Youth Employment
IDENTIFIERS	*Australia

ABSTRACT

This document contains four issues of a quarterly annotated bibliography of documents and projects in progress from Australia's VOCED database that are available through Australia's National Vocational Education and Training Clearinghouse Information Network. Introductory materials include the following: national, state, territory, and polytechnic clearinghouse addresses; objectives of the clearinghouse network; information about locating, contributing, and requesting documents; submission forms; and sample entries. Each issue focuses on a particular subject: vocational education and training (VET) research (number 35), international information in vocational education (number 36), VET and indigenous students (number 37), and returns on investment in training (number 38). Document entries contain the following items: master file number; TAFE (technical and further education) document number; author(s); title; publisher, date of publication, and pagination; abstract; descriptors, keywords, and/or identifiers; and availability and source. Project entries contain the following: master file number; Project in Progress number; contact person; project title; project summary; project status and cost; descriptors, keywords, and/or identifiers; and contact address. Entries in each issue are grouped by some or all of the following categories: Australian Capital Territory, New South Wales, Queensland, South Australia, Tasmania, National Centre for Vocational Education Research, Victoria, Western Australia, Australian National Training Authority, Council of Adult Education, New Zealand, International, and UNEVOC. Concluding each issue are title, author, corporate author, and subject indexes. (MN)

ED 431 130

Vocational Education & Training
Research Database

Numbers 35-38

March-December 1998

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

National Centre for Vocational Education Research

CE 078 315

BEST COPY AVAILABLE

NCVER
NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH LTD

Vocational Education & Training Research Database

Number 35 March 1998 TD 52

BEST COPY AVAILABLE

Vocational Education & Training Research Database

Number 35

March 1998

Compiled and edited by
Sarah Hayman, Jeanne MacKenzie and Lea-ann Harris

© 1998 National Centre for Vocational Education Research Ltd (NCVER)
A.C.N. 007 967 311

Single copies may be made by TAFE authorities without restriction.

ISSN 1034 – 0815

Database compiled by:
National Vocational Education and Training Clearinghouse Information Network.
The database is indexed using the APSDEP Thesaurus.
Web version: http://www.ncver.edu.au/voced.htm

Published by:
NCVER Ltd, 252 Kensington Road, Leabrook 5068, South Australia.

Frequency:
Quarterly issues per year: March, June, September, December.

Sales and subscriptions:
NCVER (08) 8333 8400

CONTENTS

National, State, Territory and polytechnic clearinghouse addresses iv

Introduction v
Network of clearinghouses v
Objectives of the National Clearinghouse Information Network vi
Types of material and information accepted by the Clearinghouse vi
How to locate documents or information vi
How to contribute to the National Clearinghouse vi
Clearinghouse Document Request Form vii
Projects in Progress Submission Form viii
Clearinghouse Documents Submission Form ix
Samples of entries x

Focus on . . . 1

Document entries 11
Australian Capital Territory 11
New South Wales 12
South Australia 21
Tasmania 27
National Centre for Vocational Education Research 30
Victoria 59
Australian National Training Authority 61
Council of Adult Education 63
New Zealand 65
APSDIN 75
UNEVOC 76

Projects in progress entries 82
ACT; NSW; SA; NCVER; VIC; NREC

Indexes 87
Title 87
Author 94
Corporate author 96
Subject 97

NATIONAL, STATE, TERRITORY AND POLYTECHNIC CLEARINGHOUSE ADDRESSES

Australian Capital Territory Clearinghouse
Canberra Institute of Technology
Library, Southside Campus
GPO Box 826
Canberra City 2601
Ph: (02) 6207 4810
Fax:(02) 6207 4805
Email: heather.carter@cit.act.edu.au

NSW TAFE Clearinghouse
Open Learning Library and Information Service
Level 1, 51 Wentworth Road
Strathfield NSW 2135
Ph: (02) 9715 8294
Fax:(02) 9715 8292
Email: julie.avery@tafensw.edu.au

Northern Territory TAFE Clearinghouse
Library, NTU
PO Box 41246
Casuarina NT 0811
Ph: (08) 8946 6193
Fax:(08) 8945 1317
Email: bev@library.ntu.edu.au

Queensland TAFE Clearinghouse
Open Learning Institute of TAFE
GPO Box 1326
Brisbane Qld 4001
Ph: (07) 3259 4171
Fax:(07) 3259 4349
Email: olilibrary@vettweb.net.au

South Australian TAFE Clearinghouse
Adelaide Institute of TAFE LRC
GPO Box 1872
Adelaide SA 5001
Ph: (08) 8207 8653
Fax:(08) 8207 8434
Email: traceyde@tafe.sa.edu.au

Adult & Community Education (ACE) Clearinghouse
Council of Adult Education
256 Flinders Street
Melbourne Vic 3000
Ph: (03) 9652 0752
Fax:(03) 9654 6759
Email: PETERF@cae1.cae.edu.au

UNEVOC Clearing House
OLIMCH
Adelaide Institute of TAFE
GPO Box 1872
Adelaide SA 5001
Ph: (08) 8207 8634
Fax: (08) 8207 8434
Email: dibooker@tafe.sa.edu.au

Tasmanian TAFE Clearinghouse
Dept. of Vocational Education & Training
GPO Box 1625
Hobart Tas 7001
Ph: (03) 6233 7118
Fax:(03) 6233 4585
Email: pams@dvet.tas.gov.au

Victorian TAFE Clearinghouse
OTFE Resource Centre
Office of Training & Further Education
PO Box 266D
Melbourne Vic 3001
Ph: (03) 9637 2639
Fax:(03) 9637 2470
Email: Peter.Ring@dse.vic.gov.au

Western Australian V.E.& T Clearinghouse
Library and Information Service
WA Department of Training
1 Prospect Place
West Perth WA 6005
Ph: (08) 9227 3294
Fax: (08) 9227 3355
Email: Fitzpm@PROSPECTPL.training.wa.gov.au

National Vocational Education and Training Clearinghouse
National Centre for Vocational Education Research (NCVER)
252 Kensington Road
Leabrook SA 5068
Ph: (08) 8333 8443
Fax:(08) 8331 9211
Email:sarah@ncver.edu.au

New Zealand Polytechnic Clearinghouse
Auckland Institute of Technology
Private Bag 92006
Auckland 1020 New Zealand

Ph: (64-9) 307 9999 ext 8506
Fax:(64-9) 307 9996
Email: heather.adams@ait.ac.nz

Australian National Training Authority
Library
GPO Box 3120
Brisbane Qld 4001
Ph: (07) 3246 2300
Fax: (07) 3246 2490
Email: dunkc@ANTA.gov.au

INTRODUCTION

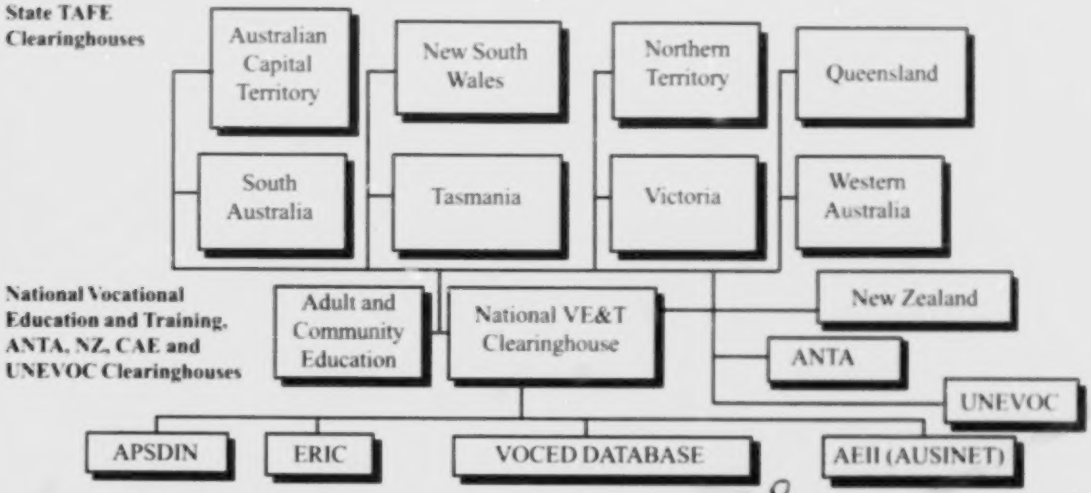
BACKGROUND

The National Vocational Education and Training (NVE&T) Information Network system was established by the Conference of Directors of Technical and Further Education in November 1978 as the "National TAFE Clearinghouse". The six Australian State and two Territory Clearinghouses, linked together by the National Clearinghouse, were made responsible for accessioning documents by and about TAFE and Training organisations and facilitating access to copies of these documents in response to requests. The National Clearinghouse became responsible for co-ordinating the system and in particular for disseminating the information to the TAFE and Training network in the form of a machine readable database and a printed copy. Late 1991 the Clearinghouse was renamed the **National Vocational Education and Training Clearinghouse** to reflect the broader scope of the service. Late 1992 New Zealand joined the Clearinghouse information network, broadening the geographical base of the information access.

The **Vocational Education and Training Database** is the present Clearinghouse product. Its predecessors, **Initiatives in Technical and Further Education** and **TAFE Projects in Progress** ceased publication in 1989. The type of information found in these two publications is now merged into the one database. To this is added internationally relevant information on vocational education and training, obtained from various sources, including information received from the Asian and Pacific Skill Development Information Network (APSDIN) of the International Labour Office (ILO), of which the National VE&T Clearinghouse is the Australian node. The National Clearinghouse sends Australian vocational education information to APSDIN for inclusion into the regional database, thus enhancing the information flow in vocational education in the Region. The international material is combined in the APSDIN section. The VOCED database is available in hard copy and on datadiskette using the **CDS/ISIS (MicroISIS)** software.

The National Clearinghouse also shares its information with the Australian Education Index database (AEII), available via the Australian Information Network (AUSINET) and on AUSTROM. Links with other Clearinghouses, such as the Educational Resources Information Centre (ERIC), have been established as well.

The diagram below illustrates the relationship of the National Vocational Education and Training Information Network.


State TAFE Clearinghouses
Australian Capital Territory
New South Wales
Northern Territory
Queensland
South Australia
Tasmania
Victoria
Western Australia
National Vocational Education and Training, ANTA, NZ, CAE and UNEVOC Clearinghouses
Adult and Community Education
National VE&T Clearinghouse
New Zealand
ANTA
UNEVOC
APSDIN
ERIC
VOCED DATABASE
AEII (AUSINET)

Objectives of the National Vocational Education & Training Clearinghouse Information Network are to:

- provide enhanced access to national and international vocational education and training information
- encourage initiatives in vocational education and training
- provide the opportunity for publications and research information produced by TAFE and Training staff to be disseminated on a national and international basis
- provide avenues for the publication and dissemination of information about research in progress
- prevent the duplication of research activities by providing a central information resource about vocational education and training research
- deliver the information in the most convenient, cost-effective method
- continually monitor, test and evaluate new ways of disseminating information.

Types of material and information accepted by the National Clearinghouse

- research reports; technical reports
- evaluation studies; feasibility studies
- curriculum materials (these may include syllabus documents; student materials; textbooks; teacher's guides; audio visual materials; tests, etc.)
- policy documents
- questionnaires; survey results
- workshop/seminar/conference proceedings
- theses; teacher contracts
- bibliographies; catalogues
- information on research and projects in progress
- relevant journal articles

How to locate documents or information

Once references are located via the indexes, requests for documents where the records show the **TD/** (TAFE/Training document) identifier (e.g. TD/TNC 19.01) should be directed to the source listed in the **Availability** field of the record. This is usually the State/Territory/National Clearinghouse from where the material originated.

Where records show the **TPP/** (Training Project in Progress) identifier (e.g. TPP/TAS 19.01), further information regarding the listed project can be obtained by contacting the author/project co-ordinator at the given address.

Records giving the **APSDIN/** identifier show the availability details of the document in the reference.

How to contribute to the National Clearinghouse

You may contribute to the database by forwarding to the State or Territory/National Clearinghouse Officer a Clearinghouse Document Submission form (see page ix) and **two** copies of your document. Additional copies of this form may be obtained from your Clearinghouse Officer, or photocopied from the sample.

To contribute information on research or projects in progress, please complete a copy of the appropriate form (see page viii), and send this to your Clearinghouse Officer. Please photocopy this form as necessary, or request additional copies of this form from your Clearinghouse Officer.

CLEARINGHOUSE DOCUMENT REQUEST FORM

- Before requesting a document through the Clearinghouse System, check first whether it is held by your local TAFE or Polytechnic College library or institutional library.
- Some documents may be available on loan from your Clearinghouse, or you may apply through your College library or institutional library for an Interlibrary loan.
- Where stated, Clearinghouse documents may be obtained by completing and forwarding this Clearinghouse Document Request Form addressed to the *National (Australian or New Zealand), State or Territory Clearinghouse* from where the document originated.
- Where author(s) or institution(s) are cited in the Availability category of the Document Entry, apply directly to these at the address shown.
- Photocopies of this form may be used for requests for documents.

NATIONAL VOCATIONAL EDUCATION AND TRAINING
CLEARINGHOUSE INFORMATION NETWORK

DOCUMENT REQUEST FORM

TD NO ____________________

AVAILABILITY (as shown in document entry) ____________________

____

____

AUTHOR(S) ____________________

TITLE ____________________

____

AVAILABLE FORMAT: **Interlibrary loan** ☐ **Photocopy** ☐ **Microfiche** ☐

PRICE (if purchasing) __________ No. OF COPIES __________

REQUESTED BY ____________________

POSITION ____________________ DATE __________

ADDRESS ____________________

____

TELEPHONE __________

FACSIMILE __________

PLEASE FORWARD THIS FORM TO THE APPROPRIATE
NATIONAL/STATE/TERRITORY CLEARINGHOUSE

NATIONAL VOCATIONAL EDUCATION AND TRAINING CLEARINGHOUSE

PROJECTS IN PROGRESS SUBMISSION FORM

Prepared by: ....

Phone (   ) ....
Fax (   ) ....
Email address:

Please return to:
Ms Sarah Hayman
National Centre for Vocational Education Research
252 Kensington Road
LEABROOK SA 5068.
Phone: (08) 8333 8443

PROJECT REFERENCE NO. (Office use only)

PROJECT TITLE:

CONTACT PERSON (s):

ADDRESS AND PHONE NUMBER(s):

PROJECT STATUS:
(please circle one) Planned Current Ongoing

PROPOSED COMPLETION DATE:

ESTIMATED COST OF PROJECT:

REMARKS: (e.g. suggested keywords, aim of project, materials to be produced by the project, other relevant information)

11

DOCUMENTS SUBMISSION FORM

NATIONAL VOCATIONAL EDUCATION AND TRAINING CLEARINGHOUSE INFORMATION NETWORK

Please forward completed form together with TWO COPIES of the document to: Ms Sarah Hayman, National V.E. & T. Clearinghouse, 252 Kensington Road, Leabrook S.A. 5068, or your local National, State or Territory Clearinghouse.

TITLE: *(as cited on title page of document)*

PUBLICATION DATE:

AUTHOR(S): *(personal or corporate)*

PUBLISHER: *(e.g. Institution)*
ADDRESS:

PLACE OF PUBLICATION:

SERIES: *(e.g. Discussion paper no.13)*

ABSTRACT: *(brief description not exceeding 150 words. Include purpose, type of study, research sample, source treatment and presentation of data, findings, conclusions, special features, etc.)*

NUMBER OF PAGES, NOTES, ETC:

SUGGESTED KEY WORDS: *(e.g. subjects, places, names)*

CONTACT PERSON:
ADDRESS:

FAX No: **TELEPHONE No:**

NUMBER OF COPIES AVAILABLE TO CLEARINGHOUSE:
COST OF PUBLICATION: $

One of the chief roles of the National Vocational Education and Training Clearinghouse Information Network is to distribute copies of documents lodged. This requires the author(s) to give to the Clearinghouse permission to reproduce and distribute the document, by signing the release below. Authors not wishing to grant this permission will become responsible for distribution, and accordingly, requests for copies of the document will be directed to them.

PERMISSION OF AUTHOR(S)

I/We hereby grant permission to the National Vocational Education and Training Clearinghouse Information Network to reproduce and distribute this document as required.

SIGNATURE OF AUTHOR(S): **DATE:**

Sample of Document Entry

01343	MFN (Master File Number)
TD/QLD 18.03	TAFE Document number
Baxter, E. P.	Author(s)
Excellence in teaching: professional development in technical and further education	Title
Brisbane: Dept of Employment, Vocational Education and Training. Div of Operational Performance, 1988, 75p.	Publisher, date of publication, pagination
Vocational teachers' reactions to the implementation of an Excellence in Teaching staff development program were analysed in technical and further education developed by the Australian Council for Education Research (Fordham and Ainley, 1980) was used to assess the impact of the Excellence in Teaching program. Although the overall impact of the staff development program was positive, specific areas were identified by workshop participants and other key individuals which could benefit from further attention in subsequent programs. Recommendations for future ET programs are put forward.	
Keywords: Staff development; Technical education; Vocational teacher; Performance appraisal; Teaching.	Descriptors/Keywords/Identifiers
Available from: Queensland TAFE Clearinghouse, Open Learning Institute of TAFE, GPO Box 1326, Brisbane, Qld 4001. MFiche free.	Availability/Source

Sample of a Project Entry

01357	MFN (Master File Number)
TPP/TNC 18.01	Project in Progress number
Hall, William.	Contact person
Monograph series: Getting to grips with ...	Project title
This projected series of monographs aims to cover topics of important and current interest. The first two titles will cover: Skills auditing and competency based training and assessment. These monographs are intended mainly for TAFE teachers.	Summary of project
Project Status: Current. Cost: $37,000 for first two titles (DEET).	Project status and cost
Keywords: TAFE; Vocational education; Training; TAFE teachers; Competency based training; Skill.	Descriptors/Keywords/Identifiers
Project Contact address: National Centre for Vocational Education Research (NCVER) 252 Kensington Road, LEABROOK, S.A. 5069 (08) 8333 8400	Contact address

FOCUS ON . . .

VOCATIONAL EDUCATION AND TRAINING RESEARCH

In February 1998 the inaugural conference of the Australian Vocational Education and Training Research Association (AVETRA) was held. Over 140 researchers in VET gathered in Sydney to discuss their current projects and general issues related to research in this area, in particular the impact of research on VET policy and practice. The creation of such an association, with 227 members, is an indication of the growth of this field, and of the increasing number of people now undertaking research in this area. The *VOCED* database now contains a significant number of reports whose subject is VET research itself, looking often at the impact of this research on policy, or drawing together a body of research on a particular topic.

Terms to use in *VOCED* to find information on VET research include: *research; educational research; research project; research programme; research and development; research centre; research method; research needs; research report; research study; research results.*

In 1997, the National Centre for Vocational Education Research (NCVER) undertook a series of reviews of of research in 11 key subject areas of vocational education and training. These were: VET and small business; public and private training provision; evaluation of VET; competition and market reform; entry-level training; quality assurance in VET; learning in the workplace; flexible delivery of training; returns to enterprises from investment in VET; assessor training programs; VET in schools. A synthesis of the results of these eleven Reviews of research is about to be published, providing a comprehensive picture of the state of VET research in Australia at present, and indicating the existence of a significant body of work in the field. This publication, called *Readings in Australian vocational education and training research*, will be available from NCVER and included in *VOCED*.

There have been a number of publications which look at VET research itself - its nature, methodologies, development of research priorities and the impact of research on policy and practice within Australia and other countries' training systems. Many studies in past years pointed out the need for the development of a research culture in VET in Australia. With the formation of AVETRA and the holding of its first annual conference, with the number of other VET research conferences held each year, and with the growth of specialised VET research centres in universities and TAFE institutes, there is clearly a thriving research culture. Many writers have asserted that for research to make a difference, that is, for policymakers to take note of what is said, there needs to be a body of research providing evidence. A single report is less likely to be effective than several which make the same points. In VET research as in other fields, the work that is done builds on what has been achieved before. Thus dissemination of the results of the research is also crucially important, and this is recognised in the *National research and evaluation strategy for vocational education and training in Australia 1997 - 2000* (TD/TNC 50.50).

"A variety of dissemination strategies are needed to maximise the use of the research and evaluation funded through the national strategy to ensure that timely advice is available. Such processes will ensure that the outcomes of the strategy satisfy the needs of the various VET audiences and will lead to an improvement in the quality of decision making at all levels." p.10.

The bibliography which follows is taken from the current *VOCED* database. It includes a sample of some of the many documents and current projects on this topic. The report on the project by Chris Selby Smith, Geof Hawke, Rod McDonald and Joy Selby Smith on the impact of VET research (TPP/ANTA 47.05) is in draft form at present and will be published during 1998.

FURTHER READING

TD/TNC 51.129
Robinson, Chris; Davis, Paul.
Adult learning and the impact of research.Australian Association of Adult and Community Education (AAACE) National Conference, "Learning for Life", North Adelaide, South Australia, 24-27 September 1997.
Unpublished: 1997. 12 p.

This paper, the keynote address at the Australian Association of Adult and Community Education (AAACE) National Conference, held in North Adelaide, 24-27 September 1997. The quantum of research into adult and community education has increased markedly since the 1991 release of the Come in Cinderella report. The impact of this report on the development of adult and community education in Australia is examined and, arising from this research, some key proposals for future directions are made.
KEYWORDS: Adult education; Adult learning; Vocational education; Vocationaltraining; Research; Community education; Adult and CommunityEducation; ACE; NCVER.
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

TD/TNC 50.50
National Centre for Vocational Education Research.(NCVER)
National research and evaluation strategy for vocational education and training in Australia 1997 - 2000.
Adelaide: National Centre for Vocational Education Research, 1997. ii, 24 p.

The National Research and Evaluation Committee (NREC) was formed as a subcommittee of the National Centre for Vocational Education Research (NCVER) Board to ensure a more focused approach to the national research and evaluation strategy. That strategy will govern the research and evaluation activities of the Australian National Training Authority (ANTA) and the NCVER's in-house, national research program.

The NREC requested the NCVER prepare a consultation paper, identifying approaches and options for developing a national strategy. Consultations were undertaken nation-wide and a series of stocktakes of existing research were conducted (see TPP/TNC 48.04). The resulting strategy consolidates the advice provided by the consultation process and the stocktakes. A key component of the strategy is assuring that optimum use is made of the research and evaluation outcomes. Research priority areas will be: economic and social implications of vocational education and training; employment and the workforce; pathways from school to work; outcomes of the vocational education and training sector; quality of provision of vocational education and training; future issues affecting the VET sector.

Appended is "The national strategy for VET 1998 - 2003", which represents agreement among the states, territories, and the federal government on how the key challenges for VET will be addressed. This is an ANTA national project.
KEYWORDS: Australia. National Research and Evaluation Committee; NREC;Research; Research programme; Research project; Research results;Inventory; TPP/TNC 48.04; National project; ANTA funded project;TD/TNC 50.52.
ISBN: 0873974328
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8440; Fax: (08) 8331 9211.

TD/TNC 50.33
Fifth annual vocational education and training research conference / workshop 1996: collected papers.
National Centre for Vocational Education Research Ltd, University of Tasmania, Launceston, 9 - 12 July 1996.
Adelaide: NCVER, 1996. 1 v. (various pagings)

"Role for research in informing the construction of policies, programmes and operational procedures in vocational education and training" - Richard Watkins.

KEYWORDS: Conference paper; National Centre for Vocational EducationResearch; NCVER; Vocational education; Training.
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

APSDIN/49.11
Adiviso, Bernardo.
Southeast Asian Ministers of Education Organisation.Regional Centre for Vocational and Technical Education.(SEAMEO VOCTECH)
Why research for vocational and technical education. SEAMEO VOCTECHregional workshop on research and development in vocational and technicaleducation, Brunei Darussalam, 21-26 November 1994.
Brunei Darussalam: SEAMEO VOCTECH, 1994. 10 leaves

The author argues that there is a need to strengthen the research capability of the SEAMEO VOCTECH centre and concerned vocational education and training (VTE) institutions in member countries, with the aim of eventually establishing a research culture in the VTE systems of those countries. The author considers the present situation of VTE research, its perceived roles, and its potential benefits.

KEYWORDS: Vocational education; Educational research; Research needs; SouthEast Asia.
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

TD/NSW 49.30
Nyland, Berenice.
Role of research in TAFE: a report on a national return to industry activity.
TAFE NSW Research Association Conference, Sydney Institute of Technology, Ultimo Campus, December 1996.
NSW: The Association, 1997. p. 155-166

This paper looks at a recent "return to industry" activity. The focus of that activity was to study changes that have occurred in the child care industry in the past few years. A major aim was to prepare training material for TAFE Child Studies teachers that could be used in conjunction with syllabi written before many of those changes were introduced. During this experience, it was discovered that there seemed to be organisational impediments to the use and dissemination of research results. Issues discussed are: attitudes to research within TAFE; in a competitive environment, what is relevant research in the vocational education and training sector; and what strategies could TAFE put in place to effectively use results of research projects like this one.

KEYWORDS: NSW; New South Wales; Research; Conference paper; TAFE; Childcare; Child care worker.
AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294; Fax: (02) 9715 8292. Photocopy available to libraries only.
Other sources: Conference papers available from: Dr. Brian Jones, Ph: (02) 9217 3562 or Mr Bob Frew, Ph: (02) 9217 4421, Fax: (02) 9217 4058.

TD/NSW 49.16
Anderson, Tony; Scott, Helen.
Using research to assist policy implementation: a case study.
TAFE NSW Research Association Conference, Sydney Institute of Technology, Ultimo Campus, December 1996.
NSW: The Association, 1997. p. 8-15

The political imperatives which drive policy directions in vocational education and training (VET) usually demand a fast policy implementation response. Despite calls to link research into policy and practice, there is rarely sufficient time to design and carry out systematic research to assist policy implementation. At the policy implementation stage, pressing research questions are typically: what types of data are needed, and how can that data be collected and analysed in time to be of use? This paper describes how research techniques were adapted or "fast-tracked" to assist the development, by TAFE NSW, of an action plan for the implementation of a state-wide, Ministerial policy relating to access and equity.

KEYWORDS: NSW; New South Wales; Research; Conference paper; TAFE; Casestudy; Government policy; Research method.
AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294; Fax: (02) 9715 8292. Photocopy available to libraries only.
Other sources: Conference papers available from: Dr. Brian Jones, Ph: (02) 9217 3562 or Mr Bob Frew, Ph: (02) 9217 4421, Fax: (02) 9217 4058.

TD/CAE 48.08
Grootjans, John; Spiers, Michele.

Approach to evaluating research developed by five Aboriginal health workers currently studying at Batchelor College.
IN: Australian journal of adult community educationVol. 36,(3), November 1996, p. 253-258.

In early 1995, a group of five Aboriginal health workers participated in a workshop to develop a research evaluation method for use by Aboriginal health workers. The workshop, at Batchelor College, followed the

principles of "Both Ways" education as the guiding educational paradigm for the college. This article describes the principles that guided the workshop and its outcome. The outcomes illustrate the students' attitudes to research in Aboriginal health. The students' ideas provide a guide for more extensive study in the field of ethics in Aboriginal research.
KEYWORDS: Aboriginal education; Evaluation technique; Health education;Cross cultural training; Educational research.
ISSN: 1035-0462
AVAILABLE FROM: Inter Library Loans, Council of Adult Education Library, 4th Floor, 256 Flinders St, Melbourne VIC 3000. Ph: (03) 9652 0752; Fax: (03) 9654 6759.

TPP/ANTA 47.05
Selby Smith, Christopher.
Impact of vocational education and training.

This project will be conducted by staff from Monash University and from the Research Centre for Vocational Education and Training, University of Technology, Sydney. Its purpose is to review the evidence for and, where possible, evaluate the extent of the influence of research in the vocational education and training sector. Particular attention will be given to: practice and performance; policy and planning; and community relations.

Project stages include:review of the literature; a symposium to identify key issues and help formulate research questions; quantitative studies on research undertaken on VET; identification of the perceived impact of that research as identified by policy makers and practitioners; identification of the role of research in decision making or other significant outcomes; case studies; overseas experience and perspectives.

This is an ANTARAC funded project.
PROJECT STATUS: Current; Proposed completion date: Early 1998.
KEYWORDS: Research project; Monash University. Centre for the Economics ofEducation and Training; University of Technology, Sydney. ResearchCentre for Vocational Education and Training; National project;ANTA funded project.
PROJECT CONTACT ADDRESS: Centre for the Economics of Education and Training, Faculty of Education, Monash University, Clayton VIC 3168. Ph: (03) 9905 2466; Fax: (03) 9905 5412.

TD/TNC 45.01
Handbook for research in adult and vocational education.
Edited by: Funnell, Robert.
Adelaide: National Centre for Vocational Education Research, 1996. 275 p.

This book aims to provide insights into how research can be best approached in the changing vocational education and training sector. It is a guide to different research methods and suggests possible research projects. It has been written by researchers with expertise in quantitative and qualitative research, with contributions from a practising TAFE teacher and a recent university graduate. The guide is designed for people tackling research in the VET sector for the first time; further readings are provided for those who wish to take up further research. Included is a chapter on the use of the VOCED database for VET research.
KEYWORDS: Adult education; Educational research; Manual; Vocationaleducation; Research method; NCVER.
ISBN: 0863973191
AVAILABLE FROM: Orders Dept, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: (08) 8332 7822; Fax: (08) 8331 9211. Cost: $49.95.
Other sources: Interlibrary loan from the National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: (08) 8332 7822; Fax: (08) 8331 9211.

TD/NZ 43.10
Zimmer, Bruce.
Achieving quality within funding constraints: the potential contribution of institutional research.
IN: Proceedings of the fifth international conference of the Australasian Association for Institutional Research: 30th November-2nd December 1994., Dunedin: Otago Polytechnic in assoc. with the University of Otago, Dunedin College of Education and the City of Dunedin, 1994. pp. 31-43

Faced with an escalating number of competing demands on limited public funds, governments are giving more attention to achieving greater effectiveness and efficiency in the allocation and use of resources, as well as to maximising the achievement of goals and policies to which they assign high priority. This has engendered an increasing emphasis on public accountability, and on quality assurance as a vehicle for implementing accountability. This emphasis has been especially evident in the publicly funded tertiary education sector where government has shown particular interest in maximising desired outcomes within available resources. Such an operating environment has made the achievement of quality within funding constraints a crucial imperative for institutions of tertiary education.

In Australia the outcomes of the 1993 Quality Review cycle undertaken by the Committee for Quality Assurance in Higher Education highlight this imperative. These outcomes suggest that higher levels of resources seem more likely to lead to high quality outcomes and performance. This heightens the challenge faced by institutions which are less well funded than those gaining recognition for particularly strong outcomes. Institutional strategies for improving quality and the benefits of institutional research are both examined in this paper.

KEYWORDS: Australia; Institutional research; Quality control; Educationalplanning; Conference paper.
AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

TD/TNC 40.01
Australian National Training Authority.Research Advisory Council.(ANTA)
Research Priorities in Vocational Education and Training, A Discussion, Sydney, 20-22 April, 1994.
Adelaide: National Centre for Vocational Education Research, 1994. 304 p.

This is a re-publication by NCVER of the papers (this time including responses) from this conference, hosted by ANTA's Research Advisory Council, and held in Sydney in April 1994. The conference provided a forum for discussion on research into work and learning and was an opportunity for the interaction of researchers, educationalists and other specialists across a range of disciplines to debate research needs, focusing on policy.

The papers are in six sections as follows:
(1) Research into small business (Women in small business - L. Still; Research priorities for small business - R. Callus; response by K. Schofield);
(2) Research into the needs of special groups (Priorities for special groups - J. Elkins; The needs of special groups - M. Valadian and N. McNamara; response by R. Wickert);
(3) Research into quality assurance and vocational education and training (Process quality control - T. Pettigrew; Quality assurance and VET research - J. R. O'Connor; response by S. Sielaff);
(4) Research into costs and benefits of vocational education and training (Who costs, who benefits? - A. Yeatman; Costs and benefits of VET - J. Sloan; response by B. Chapman);
(5) Research into vocational education and training and the economy (VET and the economy - L. Maglen; The rationale for government's role in VET - V. Fitzgerald; response by G. Woodburne);
(6) The context of research in Australia (The Australian Research Council - M Brennan; VET in the context of research in Australia - M. Pitman; Education and training and research in Australia - E. Mayer; response by T. Moran).

The earlier limited edition of these papers (without responses) is in the Clearinghouse at TD/TNC 38.58. See also TD/TNC 38.52-57 for descriptions of the individual papers in their sections.

KEYWORDS: Research; Research needs; Vocational education; Educationalresearch; Training; Conference.
ISBN: 0863971679
AVAILABLE FROM: Orders Dept, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: (08) 8332 7822; Fax: (08) 8331 9211. Price $35.00.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: (08) 8332 7822; Fax: (08) 8331 9211. Interlibrary loan.

TD/NSW 37.12
Ramsey, Gregor.
Vocational education and training research: making an impact.
IN: Journal of papers and proceedings: Forum 1, The Research Experience in TAFE,December 1993, p. 6-11. Ultimo: Sydney Institute of Technology, 1993.

In this paper, Dr Gregor Ramsey, NSW TAFE's Managing Director and Patron to the Research Association explores the reasons TAFE needs to continue to undertake research and highlights some suggestions for future research areas and discusses the connection between the results of research and the formation of vocation and education training policy.

KEYWORDS: Vocational education; Vocational training; Research; Conferencepaper; TAFE; New South Wales.
AVAILABLE FROM:Available from: NSW TAFE Clearinghouse, OLLIS, Level 1, 199 Regent St Redfern NSW 2016. Photocopy.

APSDIN/31.27
Monitoring, evaluation and research: the planning of evaluation and research.
Moorfoot, Sheffield: Employment Department, 1991. 17p. (Developing good practice)

This guide forms the first of a three-volume series (see APSDIN/31.45 and APSDIN/31.46). This series is intended to help TEC staff make informed decisions about the type of research methods they need to use to develop and evaluate their activities.

This issue discusses the essential groundwork for the successful completion of research.

KEYWORDS: UK; TEC; Training Enterprise Council; Great Britain. Dept ofEmployment; Research; Evaluation; Planning; Research method.
AVAILABLE FROM: Training, Enterprise and Education Directorate, Employment Department, E921, c/ Moorfoot, Sheffield S1 4PQ, UK. (Free)
Other sources: Interlibrary Loan from: The Library, Nat. Centre for Voc. Education Res., 252 Kensington Rd, Leabrook SA 5068.

TD/TNC 30.24
Kell, Peter.
Skills formation and TAFE: an alternative view for research.
IN: Training Research in Higher Education Conference/Workshop, Darlinghurst, NSW, 16-17 July 1992. [papers] (TD/TNC 30.22),
Leabrook, SA: National Centre for Vocational Education Research, 1992. pp. 25-37.

This paper is an attempt to deconstruct and unpack the composition of economic and political "strategic selection" associated with the skills formation agenda in order to analyse critically the educational impact and implications for TAFE and additionally sketch a contextual landscape in which research in TAFE may be interpreted.

The author looks at the economic and political origins of skills formation, and asks the questions: What is the likely impact of the skill formation debate on the educational character of a revitalised TAFE? - What are the alternative views to the scenario? -What features will TAFE adopt? He suggests a research agenda for the future including the questions of: the extent to which innovations associated with skills formation and the renewal of TAFE represent rhetoric which distorts and confines the educational role of TAFE; and the extent to which the agenda for change favours powerful and sectional interests.

While aspects of the skills formation, competency-based, joint TAFE/industry liaison and skills centre logic are welcome and refreshing initiatives, a cautious and critical approach is required to ensure that TAFE's public sector training and education role is not enlisted to facilitate and replicate exploitative and unequal social relations within the community.

KEYWORDS: Vocational education; Training; Educational research; Highereducation; Skill development; TAFE; Competency based training;Conference paper.
AVAILABLE FROM: Orders Section, National Centre for Vocational Educational Research, 252 Kensington Rd, Leabrook SA 5068. Full set $12.00.

APSDIN/24.47
Promotion of cooperation among research and development organizations in the field of vocational training: working meeting papers: 3-5 July 1989.
Berlin: CEDEFOP, 1989. 232 p.
Research report on the promotion of cooperation among research and development organisations in the field of vocational training in Europe - Contains papers from Belgium, Denmark, France, Greece, Ireland, Italy, Luxembourg, Netherlands, Federal Republic of Germany, Portugal, Spain, and United Kingdom.
It covers subjects such as transition from school to work, use of new technology in training, training for unemployed and new technology, training of trainers and evaluation methods.
KEYWORDS: Vocational training; Europe; Belgium; Denmark; France; Greece;Ireland; Italy; Luxembourg; Netherlands; Germany, FederalRepublic; Portugal; Spain; UK; Transition from school to work;Technology; Training of trainers; Research and development;Evaluation; CEDEFOP; Unemployed; Long term.
ISBN: 9282596680
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, NCVER, 252 Kensington Rd, Leabrook SA 5068. Interlibrary loan; Quote: 331.2592/PRO/C.2.

TD/TNC 49.104
Ethics and education research.
Edited by: Bibby, Martin.
Goldstream, Vic.: AARE, 1997. 128 p. (Review of Australian Research in Education, no. 4)

In 1993, the Australian Association for Research in Education (AARE) adopted a new "Code of ethics for educational research". That code is included in this collection. The other entries are papers which address

issues raised by the code. Collectively, those papers demonstrate the impossibility of a code of ethics covering all the potential, moral problems. The code does, however, provide guidelines which promote sensitivity to moral issues and a starting point for discussion. Those papers are: "Deception in research: after thirty years of controversy" - Eleanor Lawson; "Ethics by numbers? an historian's reflections on ethics in the field" - Allyson Holbrook; "Commissioned research: who drives the agenda?" - Paul Chesterton & Kristin Johnston; "Justifying educational research" - Richard Smith; "Medical model and informed consent" - Martin Bibby; "Ethical-political situation of Australian educational research: a critical-pragmatist account" - Robert Young.
Includes references.
KEYWORDS: Educational research; Ethics; Australian Association for Researchin Education; AARE.
ISBN: 0646301543
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

TD/CAE 46.13
Butterworth, Perce.
Some new challenges for researchers in vocational education and training.
IN: No limits to learning: proceedings of the Adult Learners Week Conference, Coogee, September 1995, Darlinghurst, NSW: NSW Board of Adult and Community Education, 1996. p. 56-63.

The vocational education and training (VET) sector is probably the most dynamic education sector but remains the most under-researched.Areas requiring VET research are: evaluating VET structures; how to do more with less; costing of community service obligations; research to guide competition reform; accountability requirements (availability of information, appropriate measures); resource analysis; industrial relations; skill shortages analysis; resource allocation.

Mr Butterworth points to a lack of evaluative research and research focussed on policy and planning; the need to focus on development and sharing of information and administrative tools and the need to expand research to examine how the new community providers, private providers, and schools, have joined TAFE to form a broader VET system.
KEYWORDS: Research needs; Adult education; Community education; ACE;Vocational education; Vocational training; Educational research;Conference paper.
AVAILABLE FROM: Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic. 3000 Ph: (03) 9652 0752 ; Fax: (03) 9654 6759. Interlibrary loan.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8442; Fax: (08) 8331 9211. Interlibrary loan.

TD/TNC 37.22
Butterworth, Perce.
VET research in Australia: a long way to go.
IN: Australian and New Zealand journal of vocational education research, Vol. 2,(1), May 1994, p. 19-34.

Within the context of the fundamental change that is occurring in the Australian vocational education and training (VET) sector, one would expect to find a substantial research and development base available to guide its implementation. Within the publicly-funded VET sector in Australia, however, as little as 0.2 per cent of total expenditures were devoted to research. This paper assesses the body of research available that relates to the new developments occurring in VET. The areas of development selected include profiling as it relates to institutions at the State and national levels; cross-sectoral resource allocation and the idea of the level playing field; State and national planning for the VET sector; quality considerations, particularly as they relate to systems, practices, planning and resourcing; policy; industry-driven and industry-related systems, outcomes and their measurement; the National Reform Agenda for the Australian VET system; competency standards; key competencies; the national VET system itself; and economic rationalism. It is apparent that VET developments are taking place largely in a research vacuum. The paper concludes with a call for an increase in both the quality and quantity of VET-related research and a change in its direction to ensure that its focus is upon current and emerging, rather than past needs.
KEYWORDS: Vocational education; Training; Research; Educational research;Research needs; Research policy; Fund.
ISSN: 1039-4001
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Photocopy.

TD/TNC 34.03
Kearns, Peter.
Review of research and development structures and practices for vocational education, training and employment in five OECD countries.
Adelaide: National Centre for Vocational Education Research, 1993. iii, 59 p.

The VEETAC Research and Development Working Party commissioned Peter Kearns and Associates to prepare a report on overseas research and development practices. This report outlines the arrangements for vocational education and training research and development in the US, Germany, France, Sweden and England. It seeks to identify broad approaches and strategies adopted in the countries considered as well as commenting on particular aspects of the organisation and management of the R&D systems.

Section 5 of the paper sets out a number of general observations and implications and provides an overview of the main issues and developments considered in the paper. The paper concludes with some general observations and implications from the overview.

KEYWORDS: Educational research; Research and development; Vocationaleducation; Training; United States; Germany; France; Sweden;England; Government policy.
ISBN: 0863973507
AVAILABLE FROM: Orders Dept, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. $24.

TD/NSW 34.02
McDonald, Rod; Hayton, Geoff; Gonczi, Andrew; Hager, Paul.
No small change: proposals for a research and development strategy for vocational education and training in Australia.
Sydney: University of Technology, Sydney, 1993. xii, 87p.

This project was carried out by the University of Technology, Sydney for the Vocational Education, Employment and Training Advisory Committee (VEETAC) Research and Development Working Party, to assist in the development of a national research and development strategy.

The report is designed to serve as a starting point in the process of changing the culture and organisation of vocational education research and development. It is argued that there is a vital need for the data, ideas and critique that good research provides, and effective mechanisms for making these available.

The report looks in detail at the need for a research strategy, and at the current state of research, including its organisation and funding. It outlines a number of principles with which an R&D strategy should comply. It recommends the establishment of a national body to oversee the setting of priorities for research and development in applied general research in vocational education and training, and suggests three options for such a body.

The importance of dissemination is emphasised; it is argued that there is a lack of a "research culture" at present, and dissemination strategies are proposed with the goal of developing such a culture in which there is a coalition of researchers, policy makers and practitioners.

KEYWORDS: Vocational education; Educational research; Australia; Strategicplanning; Information dissemination; Research and development;Research needs; Research programme; University of Technology,Sydney; Australia. Vocational Education, Employment and TrainingAdvisory Committee; VEETAC; TPP/TNC 33.03; TD/TNC 49.65.
AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, Level 1, 199 Regent St, Redfern NSW 2016. Interlibrary loan.

TD/TNC 52.105
Mulqueeny, Jitka.
Backing futures research.
IN: Adelaide training review(24), Sept/Oct/Nov 1997, p. 23.
Adelaide: NCVER, 1997.

This article addresses the issue of whether unemployment can be eliminated simply by improving education and job training, the writer advocating a 'futures' perspective for vocational education and training (VET) research. A 'futures' approach enables a range of possible, alternative and desirable future scenarios, providing information about the choices which might be made. It is concluded that VET research done in this way might identify new industries, new occupations, inform changes to policy, support strategic planning, drive curriculum or identify new ways of learning.

KEYWORDS: Vocational education; Vocational training; Unemployment.
ISSN: 10373292
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

TD/TNC 52.76
Scheeres, Hermine; Solomon, Nicky.
Politics and practices of workplace research.
Good thinking good practice: research perspectives on learning and work., 5th annual international conference on post-compulsory education and training, Gold Coast, Queensland, 26-28 November 1997, vol. 4. Brisbane: Griffith University, 1997. p. 103-111

In this paper some of the issues emerging around the dominance of economic rationalist discourse on education policy, research and practice are discussed by examining 'commissioned workplace research'. The main focus of the paper is on the dilemmas and complexities of academics' compliance in doing commissioned workplace research, drawing on the authors' participation in a specific project. Questions are raised about the academic researcher's role, what counts as academic research, and what the implications are for research methodology.

KEYWORDS: Workplace; Research; Educational policy; Educational research;Government; Industry; Education; Methodology.
ISBN: 0868577944
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

AUSTRALIAN CAPITAL TERRITORY

1

TD/ACT 52.01
Bayer, Chris; Rutten, Bernie; McAlpin, Helen.
1996 Student Activity Profile.
Canberra: Dept of Urban Services, 1997. iii, 61 p.

The 1996 Student Activity Profile is the annual statistics newsletter of the Canberra Institute of Technology and is the third publication in the series following the 1995 Student Activity Profile.

The newsletter contains detailed statistical information concerning student enrolment activity within the Institute, including enrolment numbers, annual student contact hours, streams and field of study and study modes. Total enrolments for 1996 were down by one percent on the 1995 figure, while annual student contact hours were up by four percent.

This report covers final year data for 1996.

Keywords: Statistical analysis; Statistical table; Enrolment; Australian Capital Territory
ISBN: 13277731

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra, 2601. Ph: 02 6207 4810 Fax: 02 6207 4805. Interlibrary Loan.

2

TD/ACT 52.02
Singh, Manjula...[et al.].
1996 Graduate destination survey.
Canberra: Canberra Institute of Technology, 1997. 22 p.
(Annual survey of graduates since 1988.)

In 1995 the CIT had a total of 19,576 course enrolments, made by students in 389 different courses with a total of approximately 4.8 million annual student contact hours.

The report contains information from the 1996 survey of 1995 CIT graduates. The main focus of the 1996 survey was graduate destination, which is in keeping with the needs of the target audience for this report whose main interest is employment outcomes. This survey was conducted among a sample of graduates who finished their courses in 1995 at the CIT. A total of 2,688 graduates was surveyed and of these 1,078 responded and 105 questionnaires were returned undelivered, giving a response rate of 40 percent. Graduates from all Diploma, Associate Diploma, Advanced and Trade Certificate and the longer Certificate courses were surveyed. Courses with less than five graduates were excluded to avoid possible identification of respondents.

Keywords: Canberra Institute of Technology; Graduate; Client satisfaction; Outcome of education; Vocational follow-up; Questionnaire; Employment; Australian Capital Territory

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826 Canberra, 2601. Ph: 02 6207 4810 Fax: 02 6207 4805. Interlibrary Loan.
Other sources: Education Planning Unit, Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: 02 62073322.

3

TD/ACT 52.03
Canberra Institute of Technology. Dept of Human Services. (CIT)
Community services (respite care): certificate III course KM01MA.
Canberra: Canberra Insitute of Technology, 1997. 77 p.

On successful completion of this course, participants will be able to provide support to people with disabilities and to carers of people with disabilities. They will be able to contribute to assessing the needs of people with disabilities, contribute to developing training plans, promote the rights and responsibilities of people with disabilities and encourage their inclusion in the community.

Keywords: Social services; Social work; Community participation; Canberra Institute of Technology; Australian Capital Territory

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra, 2601. Ph: 02 6207 4810. Fax: 02 6207 4805. Interlibrary Loan.

4

TD/ACT 52.04
Canberra Institute of Technology. Dept of Environmental Design. School of Applied Arts & Design. (CIT)
AutoCAD : certificate II course AM04MA
Canberra: Canberra Institute of Technology, 1997. 34 p.

The Royal Australian Institute of Architects, Institute of Surveyors Australia and the Institute of Engineers Australia give credit for the completion of these AutoCAD modules toward their annual continuing professional education requirements.

On completion of this certificate course students will be able to produce basic 2-D drawings using AutoCAD, produce and plot complex 2-D AutoCAD drawings and produce complex 3-D models using AutoCAD.

Keywords: Computer aided design; Computer operating system; Engineering drawing; Draughting; Australian Capital Territory

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Ph: 02 6207 4810. Fax: 02 6207 4805. Interlibrary Loan.

5

TD/ACT 52.05
Canberra Institute of Technology. Faculty of Management and Business.

Canberra Institute of Technology and the Internet 1995 - November 1997.

Canberra: Canberra Institute of Technology, 1997. 43 p.

This report is an account of the development and implementation of Internet and Intranet services at the Canberra Institute of Technology. Staff and student access is described, including how inappropriate use has been handled. Using Internet for marketing, online delivery, infrastructure and policies and procedures are also described.

Keywords: Internet; Communication; Information network; World Wide Web; Intranet; Electronic technology; Marketing; Access to education; Computer literacy; Information literacy

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Ph: 02 6207 4810. Fax: 02 6207 4805. Interlibrary Loan.

6

TD/ACT 52.06
ACT Vocational Education and Training Authority. (VETA)

ACT Training Profile 1997

Canberra: ACT Vocational Education and Training Authority, 1997. 91 p.

The document sets out provision of vocational education and training for 1997 in the ACT. Objectives are outlined and priorities listed. Planning and strategies, along with demographic and economic information are included.

Keywords: Vocational training; Vocational education; Training needs analysis; Training policy; Employment opportunity; TAFE; Australian Capital Territory

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra, ACT 2601. Ph: 02 6207 4810. Fax: 02 6207 4805. Interlibrary loan.

7

TD/ACT 52.07
Canberra Institute of Technology. Dept of Australian Capital Centre for English Language. (CIT)

General English certificate course (Levels 1-3); English for academic purposes certificate course (Levels 1-3); Preparation for IELTS certificate course (5, 5.5, 6) KB12RA - KB20RA.

Canberra: Canberra Institute of Technology, 1997. 69 p.

On successful completion of this course, students will be able to operate across all four macroskills of reading, writing, listening and speaking at the levels attempted. They will also be able to participate as a learner in an Australian TAFE or University.

Keywords: English (second language); Curriculum; Language teaching; Australian Capital Territory.

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Ph: 02 6207 4810. Fax 02 6207 4805. Interlibrary loan.

NEW SOUTH WALES

8

TD/NSW 52.01
Cervi, David. (ed.)

Training agenda: a journal of vocational education and training.

Sydney: New South Wales Technical and Further Education Commission, 1997.

Training Agenda is a channel for description, explanation, interpretation, discussion and debate about issues and practices relevant to current developments in vocational education and training. It is published four times per year, in February, May, August and November.

This issue features technology in vocational education and training.

Keywords: TAFE; NSW; New South Wales; Vocational education; Vocational training; Periodical

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292.
Other sources: The Editor, Training Agenda, c/-KDC Consulting Pty Ltd, PO Box 1332, Burwood NSW 2134, Australia. Annual subscription A$ 45 within Australia, A$ 80 overseas airmail.

9

TD/NSW 52.02
Whitehouse, Eric.

Training needs shape technology: (not vice-versa).

IN: Training agenda. Vol. 5,(4), November 1997, p. 3-5

Sydney: New South Wales Technical and Further Education Commission, 1997.

This article surveys the technological environment of training and considers what may happen in the future. It considers the changing context of post-compulsory education, looks at the areas of productivity, quality and competition in post-compulsory education and at key trends in technology. It also considers the learning environment in 2007 outlining predictions for the institutions, the products, the academics and the finance.

Keywords: Future; Trend; Technological change
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292.

10

TD/NSW 52.03
Corben, Helen.

TD/NSW 52.03

Technologies and challenges: an interview with Ian Hamilton.
IN: Training agenda. Vol. 5,(4), November 1997, p. 6-7
Sydney: New South Wales Technical and Further Education Commission, 1997.

This article describes the Open Training and Education Network's (OTEN) role in relation to other TAFE NSW institutes, with particular regard to the use of technologies in delivering vocational education.

Keywords: OTEN; TAFE; Educational technology
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292.

11

TD/NSW 52.04
Corben, Helen.
Going online: teachers as 'virtual' learners.
IN: Training agenda. Vol. 5,(4), November 1997, p.8-9
Sydney: New South Wales Technical and Further Education Commission, 1997.

This article is the personal account of the author's experience of enrolling in an online course taught via the Internet. She assesses the educational advantages and drawbacks of this type of course delivery and raises issues relating to the areas of access to technology, technological problems, interactivity and collaborative learning and time-dependent and real-time communication.

Keywords: Internet; World Wide Web; Computer assisted instruction; Distance study; Educational technology
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292.

12

TD/NSW 52.05
Gregory, Max.
Gene pooling on the net.
IN: Training agenda. Vol. 5,(4), November 1997, p.10
Sydney: New South Wales Technical and Further Education Commission, 1997.

This article describes a project designed to give students experience in using the Internet. The project chosen involved collaborative data collection on the presence or absence of a specific gene. Students collected and recorded data entering it on the Internet where the interactive site analysed the data and gave access to data collected by students from collaborating institutions.

Keywords: Internet; World Wide Web; Educational technology; Computer assisted instruction
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292.

13

TD/NSW 52.06
Library Policy Advisory Committee. (LPAC)
Technology and TAFE NSW libraries.
IN: Training agenda. Vol. 5,(4), November 1997, p.11
Sydney: New South Wales Technical and Further Education Commission, 1997.

This article describes the use of communication enhancing technologies by TAFE NSW libraries. It includes brief outlines of the Online Library Information System, the provision of Internet access, the Western Institute of TAFE's Mobile Library Service Unit, the Educational Technology Access Centre at Sydney Institute of Technology and a joint project with the Information Technology Bureau to develop guidelines for the management of electronic data.

Keywords: Library automation; Internet; Educational technology; TAFE; NSW; New South Wales; Library
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292.

14

TD/NSW 52.07
Villanova, Sandra.
Pleasures and pitfalls of computer-based instruction.
IN: Training agenda. Vol. 5,(4), November, 1997, p.12-13
Sydney: New South Wales Technical and Further Education Commission, 1997.

The author of this article believes that the value of computer-based instruction (CBI) as a teaching/learning tool is overstated. In the article she considers the economic feasibility of CBI, issues involved in CBI design and the implications for teaching and learning.

Keywords: Computer assisted instruction; Economics of education; Learning
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292.
Other sources: The full version of this document is available on disk and in hard copy at a cost of $10. Contact Sandra Villanova Ph: (02) 9818 1684, Fax: (02) 9555 7627.

15

TD/NSW 52.08
Anderson, Damon.
New Apprenticeships and youth unemployment: our progress as a nation.
IN: Training agenda. Vol. 5,(4), November 1997, p.14-16
Sydney: New South Wales Technical and Further Education Commission, 1997.

This article examines the Federal Government's New

Apprenticeship Scheme considering whether it is likely to be successful in providing youth employment and training. It considers the scheme in the light of the findings of several reports. These are: a survey carried out by the NSW Department of Training and Education Co-ordination (DTEC) on employers attitudes to employing young people; the Morgan and Banks Job Index survey of 3,200 businesses and a report by Bob Marshman for the Australian National Training Authority (ANTA) on the employment of apprentices.

Keywords: Apprenticeship; Traineeship; Training programme; New Apprenticeships; Youth programme
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Photocopy available to libraries only.

16

TD/NSW 52.09
Anderson, Tony.

Learning needs, disadvantage and student diversity in vocational education in TAFE.

IN: Training agenda. Vol. 5,(4), November 1997, p.17-18
Sydney: New South Wales Technical and Further Education Commission, 1997.

This paper summarises a study of the learning preferences of TAFE students who are characterised by having low socio-economic status backgrounds. The study suggests that student learning outcomes for this group are a 'co-production', that is the students and the teacher together create the learning outcomes for the student. The study highlights the central role of vocational teachers and the sophisticated work they do in accommodating curriculum to the learning needs of a student group widely characterised by having varying amounts of work experience, different motivation and language and numeracy levels and, consequently, different learning needs. Qualitative models are presented which relate students' learning preferences to teaching approaches adopted by experienced vocational teachers.

Keywords: Disadvantaged; Teaching; Equal opportunity; Equal treatment; Learning; TAFE
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Photocopy available to libraries only.

17

TD/NSW 52.10
Smith, Erica.

How competency-based training has changed teaching and learning.

IN: Training agenda. Vol. 5,(4), November 1997, p.20-21
Sydney: New South Wales Technical and Further Education Commission, 1997.

In 1996, Charles Sturt University's Group for Research in Employment and Training (GREAT) was commissioned by the Research Advisory Committee of the Australian National Training Authority (ANTARAC) to undertake research into the effects competency-based training (CBT) and recognition of prior learning (RPL) had on teaching and learning in the vocational education and training (VET) sector. This article summarises the findings.

Keywords: Competency based training; Recognition of prior learning; Group for Research in Employment and Training; GREAT
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Photocopy available to libraries only.

18

TD/NSW 52.11
Peoples, Kevin.

Market for all?

IN: Training agenda. Vol. 5,(4), November 1997, p.23-25
Sydney: New South Wales Technical and Further Education Commission, 1997.

Dr David Kemp (as the Minister for Schools, Vocational Education and Training) has summed up 'the two essential features' of government reforms in the technical and vocational education system as giving full ownership of the decision making processes to industry, and providing user choice by the end users of the training.

This article considers the implications of these remarks. It considers the effects of having the vocational education and training (VET) sector owned by one stakeholder, the cost to individuals of industry driven VET, the drive behind the introduction of the training market and competition in VET becoming an end in itself.

Keywords: Competition; Educational reform; Government policy; Training policy; Training market
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Photocopy available to libraries only.

19

TD/NSW 52.12

AUSTAFE: preparing for the future now.

IN: Training agenda. Vol. 5,(4), November 1997, p.29
Sydney: New South Wales Technical and Further Education Commission, 1997.

The 1997 AUSTAFE Conference had as its theme 'The Future Today'. This article presents edited extracts from the Keynote Address delivered by Dr Peter Ellyard, Executive Director of Preferred Futures. It discussed a new Post-Modern paradigm which the author believes will dominate by the year 2020, which he calls 'Planetism'. It also forecasts that most of the job categories, products and services of the year 2020 have yet to be invented.

Keywords: Future
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Photocopy available to libraries only.

20

TD/NSW 52.13
TAFE NSW. Counselling and Career Services Support Unit.
HSC and Tertiary Preparation Courses in TAFE NSW 1998.
TAFE NSW, [1997]. 30 p.

This booklet contains information for those interested in gaining a Year 12 or equivalent qualification by studying with TAFE NSW. It covers Higher School Certificate (HSC) courses, including the TAFE HSC Pathway program, and the Tertiary Preparation Certificate (TPC) course.

Keywords: TAFE; NSW; New South Wales; HSC; Higher School Certificate; TAFE HSC Pathway; Tertiary Preparation Certificate; TPC; Examination

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.
Other sources: Counselling and Career Services Support Unit. Ph: (02) 9217 4465, Fax: (02) 9217 4022.

21

TD/NSW 52.14
Palmieri, Phoebe.
Performance indicators and flexible delivery: measuring outcomes of the Open Training & Education Network, New South Wales: discussion paper.
1997. Unpublished. 32 p.

The purpose of this paper is to discuss student outcomes of the Open Training and Education Network of New South Wales (OTEN) in relation to performance indicators current for TAFE in New South Wales. Indicators include cost per annual student contact hours (ASCH), completion rates, student outcomes and student satisfaction. The paper identifies some limitations in the applicability of these performance indicators, proposes an approach to performance measurement and illustrates this with reference to Joondalup Campus, North Metropolitan College of TAFE, Western Australia.

Keywords: OTEN; Open Training and Education Network; Performance indicator; Flexible delivery; Open learning; Outcome of education; Measurement; Benchmarking; Quality; AVETMISS; Resource allocation; Student retention; Programme cost; Client satisfaction; North Metropolitan College of TAFE (W.A.). Joondalup campus

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.

22

TD/NSW 52.15
Barraclough, Diane.
Mapping the Local Government Core Modules developed by ACCESS Educational Services against the National Reporting System.
Blacktown, NSW: ACCESS Educational Services, South Western Sydney Institute of TAFE, 1997. 33 p.

ACCESS Educational Services, Local Government Programs, established a need for an enquiry into the use of the National Reporting System (NRS) within the established Local Government Certificates. The two aims of this project were:

(1) to investigate the methodology and issues in mapping the core modules developed by ACCESS Educational Services contained in the three Certificates in Local Government (Introduction to the Certificate, Working in Local Government and Participating in Workplace Change), supported by sample authentic workplace texts and tasks, against the NRS;

(2) to evaluate the results of such mapping exercises, and to publish them together with guidelines for teachers delivering the courses and suggestions for using the NRS to provide a possible learner profile and/or activities bank across the three Certificates.

Keywords: National Reporting System; NRS; Local government; Certificate course; Adult basic education; Assessment; Language; Literacy; Numeracy
ISBN: 0646337196

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.

23

TD/NSW 52.16
Marks, Genee.
Mapping the National Local Government competency standards against the National Reporting System.
Blacktown, NSW: ACCESS Educational Services, South Western Sydney Institute of TAFE, 1997. 61 p.

This project was commissioned by ACCESS Educational Services. The aim of the project was to focus on the value of the National Reporting System (NRS) as a tool which could be used to guide the development and review of core modules of the Local Government Certificates in which English language, literacy and numeracy (ELLN) are integrated. This document presents the research findings including seven recommendations.

Keywords: National Reporting System; NRS; Local government; Certificate course; Adult basic education; Language; Literacy; Numeracy; Curriculum development; Curriculum evaluation; Competency standard
ISBN: 0646329162

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.

24

TD/NSW 52.17
Horlyck, Julie; Baylis, Pauline.
On-the-job delivery in the Certificate in Local Government Foundation Studies.
Blacktown, NSW: ACCESS Educational Services, South Western Sydney Institute of TAFE, 1997. 8 p.

This project found that on the job training had not developed as a significant component of the Local Government Foundation Studies Certificate (CLGFS). It discusses the reasons for this and makes recommendations to assist the future development and expansion of on-the-job training within the CLGFS.

Keywords: Local government; Certificate course; On-the-job training
ISBN: 0646329480

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth

Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.

25

TD/NSW 52.18
Robinson, Kate.
Training on the edge.
IN: Open Learning '96: proceedings of the 2nd International Conference on Open Learning.
Brisbane: Queensland Open Learning Network, 1996. p. 135-139.

This conference paper provides some of the background to the development of the Needle and Syringe Exchange Program (NSEP) workers training manual, which the Open Training and Education Network (OTEN) was involved in designing. The paper gives a brief description of the Needle and Syringe Exchange Programs, the characteristics of NSEP workers, the training needs of NSEP workers, their training prior to the manual and the origination of the training manual. The design implications of these factors on the training manual are then considered. It also provides a brief outline of some of the challenges faced in creating an on-the-job, self-paced learning manual.

Keywords: Drug education; Open learning; Self instructional material; Manual; Open Training and Education Network; OTEN; Needle and Syringe Exchange Program; NSEP; Instructional design; New South Wales; NSW

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Photocopy available to libraries only.

26

TD/NSW 52.19
Meredith, S. ...[et al.].
Integrated approach to flexible delivery in rural Australia.
IN:Open Learning '96: proceedings of the 2nd International Conference on Open Learning.
Brisbane: Queensland Open Learning Network, 1996. p. 230-238.

This conference paper describes the flexible delivery of vocational education and training in rural New South Wales by the New England Institute of Technical and Further Education and some of the outcomes after 12 months of operation. In servicing a large region of dispersed population, the New England Institute of TAFE (NEIT) accepted that traditional classroom approaches alone are unable to meet the needs and expectations of both students and industry. This case study details NEIT's involvement in flexible delivery initiatives, records their impact and raises issues that will assist others in their application of alternative, more flexible learning services.

Keywords: Flexible delivery; New England Institute of Technical and Further Education; TAFE; Rural education; New South Wales; NSW

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Photocopy available to libraries only.

27

TD/NSW 52.20
Downie, Andrew.
Making software genuinely user friendly.
[1997?]. Unpublished. 5 p.

This is a paper presented at "Interact 97: Discovering new worlds of HCI". The paper considers some of the problems posed by popular software for people with disabilities, particularly those with visual disabilities. It firstly looks at graphical user interfaces (GUIs) and the problems these present to those with vision impairment and then suggests some solutions to these problems. It then considers the Internet and the problems posed by the use of graphics, again suggesting possible solutions to these.

Keywords: Equal opportunity; Disability; Visually disabled; Technology; Internet; World Wide Web

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.

28

TD/NSW 52.21
Bolton, Simon.
Caseloading.
1997. Unpublished. 12 p.

This paper gives an account of the introduction of caseloading at Accrington and Rossendale College in Northern England. Caseloading is a team based resource allocation and management model which was introduced at Accrington and Rossendale College in response to changes in the funding methodology in the further education sector in the United Kingdom in 1993. The paper describes and evaluates the piloting of caseloading in 1995 and its introduction across the college in 1996. The paper also gives a general outline of the funding methodology.

Keywords: Labour productivity; Educational finance; UK; United Kingdom

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.

29

TD/NSW 52.22
Hager, Paul; Moy, Janelle; Gonczi, Andrew.
Piloting the key competencies in the Australian vocational education and training sector and workplaces.
Sydney: Department of Training and Education Co-ordination, 1997. 28 p.

This report synthesises the findings of a range of projects that piloted and investigated the Mayer key competencies in various ways in the vocational education and training (VET) sector. The report is divided into seven sections: stakeholder support for the key competencies; extent of their presence; how they have been interpreted; how they have been incorporated into standards, curriculum and training materials; teaching/learning of them; the assessment/reporting of them; and unresolved issues. The report contains an annotated bibliography.

Keywords: Key competency; Pilot project; Assessment

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.

30

TD/NSW 52.23
Salter, Kathleen; Allan, Laurinda.(eds.)

Strategies for success: developing English language, literacy and numeracy in vocational courses.

Sydney: Foundation Studies Training Division, 1996. 141 p.

The aim of this publication is to document some best practice practical teaching strategies that could be applied across a broad range of vocational courses by basic education and English for Speakers of Other Languages teachers in a tutorial support situation. A secondary aim is to set out some guidelines for setting up tutorial support within the context of TAFE NSW vocational courses which could also be used in other educational and training contexts.

Keywords: Literacy; Numeracy; Language; English; Adult basic education; Tutorial; Learning support; TAFE; New South Wales; NSW
ISBN: 0731091809

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.
Other sources: Adult Literacy Information Office, Level 1, 6-8 Holden Street, Ashfield NSW 2131. Ph: (02) 9716 3666, Fax: (02) 9716 3699. Cost $30.

31

TD/NSW 52.24

NSW user choice consumer information pilot report.

[Sydney?]: Department of Training and Education Co-ordination, 1996. 76 p.

The 1995/96 New South Wales User Choice Consumer Information Pilot Project was an Australian National Training Authority (ANTA) devolved national project, jointly funded by ANTA and the NSW Board of Vocational Education and Training (BVET). This document presents the findings of a survey of employers and trainees involved in this pilot. It discusses the results of the survey and raises issues for further investigation. Also included are the survey forms sent to employers and trainees and the results of the survey.

Keywords: Competition; Trainee; Traineeship; Employer; Survey; New South Wales; NSW

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.

32

TD/NSW 52.25
James, Trish.

OTEN student services pilot exit survey - 1996.

1997. Unpublished. 8 p.

In December 1996 OTEN Student Services conducted a pilot Exit Survey. The main purpose of the survey was to determine how satisfied the completing students were with their learning experience and the Student Services provided by OTEN. The survey also provided a debriefing opportunity for these students.

Of the 1,637 completing students, 616 replied which is a response rate of nearly 40 percent. This response rate showed the willingness of OTEN's completing students to reflect on their learning experience and engage in a debriefing process. These students also clearly indicated the OTEN Student Services they considered as important, and stated how well OTEN performed these services.

Keywords: Survey; OTEN; Open Training and Education Network; Learning support

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.

33

TD/NSW 52.26

New South Wales charter for equity in education and training.

IN: Achieving equity in apprenticeships and traineeships.
Sydney: BVET, [1997?] 1 p.

The "NSW charter for equity in education and training" was released by the Minister for Education and Training in May 1997. It is the New South Wales Government's commitment to achieving more equitable outcomes from education and training. The Charter contains five principles which will be reflected in all education and training activities in New South Wales. This document is published with the document "Achieving equity in apprenticeships and traineeships" (TD/NSW 50.33).

Keywords: Equal opportunity; NSW; New South Wales

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Photocopy available to libraries only.

34

TD/NSW 52.27

Creating alternative student pathways in VET language and literacy programs.

[New South Wales]: Adult and Community Education South Coast, 1996. 37 p.

This package aims to provide a model for adult and community education (ACE) providers on how to establish community language and literacy classes, which are valuable in their own right as well as being an articulation pathway into the vocational education and training (VET) language and literacy program. The package consists of a video and a resource booklet. The video documents articulation patterns from community based language and literacy classes into accredited language and literacy courses. It also documents how ACE providers and community organisations have developed a complementary relationship in servicing the community. The resource booklet contains case studies from Kiama ACE and WEA Illawarra. Each centre documents their links with community organisations and the implementation of their language and literacy program.

Keywords: Language; Literacy; Articulation

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.
Other sources: S.E. Regional Council ACE, P.O. Box 1017, Wollongong NSW 2521. Cost $28.

35

TD/NSW 52.28
Crump, Stephen...[et al.].

Learning needs, disadvantage and student diversity in vocational education in TAFE.

[Stephen Crump]: 1997. 100 p.

This study examines the learning preferences of TAFE students who are characterised by having low socio-economic status backgrounds. These students enter TAFE classrooms with widely different knowledge, varying amounts of work experience, different motivation, language and numeracy levels and, consequently different learning needs. In addition, some students are in transition from school to work. The study suggests that student learning outcomes for this group are a 'co-production', that is, the students and the teacher together create the learning outcomes. The study highlights the central role of vocational teachers and the sophisticated work they do in accommodating curriculum to the learning needs of a student group of considerable diversity and educational disadvantage. Qualitative models are presented which relate students' learning preferences to teaching approaches adopted by vocational teachers.

Keywords: Socioeconomic background; Disadvantaged; TAFE; Equal opportunity; Teaching; Learning

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available via interlibrary loan to libraries only.

36

TD/NSW 52.29

ACCESS review project: May 1996.

ANTA, 1996. 87 p.

A review of the ACCESS program, which allows for the recognition of competencies gained in the workplace and provides a pathway to qualifications, was undertaken by Tourism Training Australia. This report presents the findings of this review, including the survey forms and results. This project was assisted by the ANTA Research Advisory Council. See also TPP/ANTA 44.06 National ACCESS review 1996.

Keywords: Hospitality; Assessment

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Inter library loan available to libraries only.
Other sources: Tourism Training Australia, Level 5, 362 Kent Street, Sydney NSW 2193. Ph: (02) 9290 1055. Cost $25.

37

TD/NSW 52.30
Sobski, Jozeta.

From Chalkface to cyberspace: changing work practices.

1997. Unpublished. 13 p.

The focus of this paper is on exploring the implications of on-line learning for the learning community in institutional and worksite environments. It discusses: focusing on technology rather than on content; good professional practice in the use of technology in vocational education; adaptability in work practices; expanding the range of courses or products delivered on-line and experimenting with modes of delivery; and the institution and the workplace as two major sites of learning.

This paper was presented to the ANTA National Flexible Delivery Conference "Shaping the on line learning environment" held in Adelaide from 19-21 November 1997.

Keywords: Educational technology; Organisation development

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.

38

TD/NSW 52.31
Macnamara, Dennis.

Igniting innovation - a recipe for the survival of an educational institution.

IN: Open, flexible and distance learning: education and training in the 21st century: selected papers from the 13th Biennial Forum of the Open and Distance Learning Association of Australia. Osborne, Jo; Roberts, David; Walker, Judi (ed)
ODLAA, 1997. p. 281-285

This paper discusses some of the changes happening in vocational education and training and the impact these will have on educational leadershi p. These include the introduction of industry led training and its' effect on funding, the effect of technological change and the changing nature of industries and work in Australia. It then suggests using creativity and innovation as ways of ensuring organisational survival when faced with challenges and opportunities.

Keywords: Leadership; Training management; Organisational change

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Photocopy available to libraries only.

39

TD/NSW 52.32

Implementing the certificates in local government: what's in it for me?: what's in it for council.

Sydney: Access and Foundation Programs, South Western Sydney Institute of TAFE, 1997. 20 p.

This package contains a resource book and a video which contains two programs, "What's in it for me" and "What's in it for council". The main aim of these programs is to give local government managers and employees an understanding of the benefits and the issues involved in training and to introduce them to the Certificates in Local Government. See also TD/NSW 52.33 "Where do I start?"

Keywords: Local government; Workplace education; On-the-job training
ISBN: 0646322494

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8292, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.
Other sources: Adult Literacy Information Office (Resources), 6-8 Holden Street, Ashfield NSW 2131. Ph: (02) 9716 3666. Cost $24 plus postage/handling.

40

TD/NSW 52.33

Where do I start?: work-based training.

Sydney: Access and Foundation Programs, South Western Sydney Institute of TAFE, 1997. 19 p.

This package contains a resource book and a video. The video has been designed to provide information to teachers and trainers concerned with good practice in work-based delivery of training for operational employees. It presents the delivery of the Certificates in Local Government as a successful example of work-based training. See also TD/NSW 52.32 "Implementing the certificates in local government".

Keywords: Local government; Workplace education; On-the-job training; TAFE; NSW; New South Wales
ISBN: 0646322486

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.
Other sources: Adult Literacy Information Office (Resources), 6-8 Holden Street, Ashfield NSW 2131. Ph: (02) 9716 3666. Cost $24 plus postage/handling.

41

TD/NSW 52.34

NSW. Technical and Further Education Commission.

TAFE NSW response to Their Future: options for reform of the Higher School Certificate.

1996. Unpublished. 66 p.

This is the response by TAFE NSW to the Green Paper "Their Future" which put forward options for the review of the Higher School Certificate (HSC). The TAFE response covers the areas of: vocational education and training and the HSC; vocational curriculum and the HSC; policy and practice in the current VET context; a summary of the TAFE NSW position on the options; and the TAFE NSW view on numbered options.

Keywords: HSC; Higher School Certificate; NSW; New South Wales; Educational reform; Secondary education; TAFE

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.

42

TD/NSW 52.35

Harris, Felicia.

Productive diversity: employer perceptions.

[Sydney?]: Migrant Skills and Qualifications Branch of DTEC, 44 p.

The "Productive Diversity in the Workplace" program is an initiative of the NSW Migrant Skills and Qualifications Committee of the Department of Education and Training. Productive diversity involves using the skills available in a culturally diverse society for the benefit of business and the community. This project involved research to examine the perceptions of employers regarding the employment of overseas-born people. It is the first of four projects developed to promote the benefits of productive diversity in the workplace.

Keywords: Employer; Migrant worker; Skill
ISBN: 0646306219

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.

43

TD/NSW 52.36

Brennan, Barrie; Dymock, Darryl; Harrold, Ross.

Impact of the Reading Writing Roadshow, April - August 1994, evaluation report: executive summary.

1995. Unpublished. 5 p.

"The Reading Writing Roadshow" project made use of television, a workbook and a telephone referral service to provide literacy instruction to a target audience of adults - those with a literacy problem who had not sought help for their problem. A team from the University of New England was selected to conduct an evaluation of the project. The evaluation had three objectives, to ascertain: the learning from the project by members of the target audience; the impact of the project on adult literacy provision; and the cost-benefit/effectiveness of the project. This report is the executive summary. For the full project evaluation report see TD/NSW 52.37 "Impact of The Reading Writing Roadshow, April - August 1994, evaluation report".

Keywords: Reading; Writing; Literacy; Programme evaluation; Educational television; Language

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.

44

TD/NSW 52.37

Brennan, Barrie; Dymock, Darryl; Harrold, Ross.

Impact of the Reading Writing Roadshow, April - August 1994: evaluation report.

1995. Unpublished. 161 p.

"The Reading Writing Roadshow" made use of television, a workbook and a telephone referral service to provide literacy instruction to a target audience of adults - those with a literacy problem who had not sought help for their problem. This report investigates the impact of the project and its' objectives were to ascertain: the learning from the project by members of the target audience; the impact of the project on adult literacy provision; and the cost-benefit/effectiveness of the project. For the executive summary of this report see TD/NSW 52.36 "Impact of The

Reading Writing Roadshow, April - August 1994, evaluation report: executive summary".

Keywords: Literacy; Language; Educational television; Reading; Writing; Programme evaluation

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road,Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.

45

TD/NSW 52.38

Webb, Greg.

Theoretical framework for Internet-based training at Sydney Institute of Technology.

1997. Unpublished. 19 p.

This paper describes the work done at the Information Technology teaching section at Sydney Institute of Technology in creating a theoretical model of Internet-based training and a plan for its implementation within a TAFE NSW context. The model examines what it means to use the Internet as a substitute for the classroom in learning and teaching without sacrificing all the advantages of face-to-face teaching.

This paper was presented at ODLAA'97 the 13th Biennial Forum of the Open and Distance Learning Association of Australia,29 September - 3 October 1997, University of Tasmania, Launceston. It does not form part of the selected papers.

Keywords: Internet; Sydney Institute of Technology; TAFE; Educational technology; World Wide Web; Teaching; Learning

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. Available on interlibrary loan to libraries only.

QUEENSLAND

46

TD/QLD 52.01

Griffin, Vivien.

Training issues for the Queensland social housing sector.

Brisbane: Queensland Shelter and Housing Queensland, 1998. 58 p.

A response to calls for a training strategy for the social housing sector to include both paid and voluntary staff. The report identified the absence of formal qualifications for workers in the social housing industry, which impacts on service delivery and also on the industry's ability to provide career paths for workers. The report identifies avenues of currently available training as well as further training needs.

Keywords: Housing; Low rent housing; Volunteer training; Community organisation
ISBN: 0958696411

AVAILABLE FROM: Open Learning Institute of TAFE, GPO Box 1326 Brisbane 4001. Ph: 07 32594175; Fax: 07 3259 4349; Email: olilibrary@vettweb.net.au Inter library loan.

47

TD/QLD 52.02

Queensland. Dept of Training and Industrial Relations. (DTIR)

Better business: productivity through training: conference proceedings.

Year of Training Conference: "Better Business Through Productivity", Brisbane, 16 and 17 October 1997.

Brisbane: Queensland Department of Training and Industrial Relations, 1997. [186] p. (various pagings)

The Year of Training was in response to changes in government policy, including User Choice and New Apprenticeships. Papers cover international and Australian case studies and include a small business perspective.

Keywords: Conference report; Training; Vocational Training
ISBN: 0724279660

AVAILABLE FROM: Open Learning Institute of TAFE Library GPO Box 1326 Brisbane 4001. Ph. 07 32594175; Fax 07 32594349. Email: olilibrary@vettweb.net.au Inter library loan.

48

TD/QLD 52.03

Warner, David.

Review of amenity horticulture.

Brisbane: TAFE Queensland, 1997. 45p.

This review identifies the need for a co-ordination centre to address the industry training needs and the amenity horticulture industry's relationship with TAFE Queensland. 13 TAFE Institutes offer Amenity Horticulture programs from ASF level I to ASF Level V. The industry has identified concerns regarding the services provided by TAFE Queensland and this report examines ways to address many of those concerns.

Keywords: Horticulture

AVAILABLE FROM: Open Learning Institute of TAFE Library, GPO Box 1326 Brisbane 4001. Ph. 07 32594175; Fax 07 32594349; Email: olilibrary@vettweb.net.au Inter library loan.

49

TD/QLD 52.04

Australian National Training Authority (ANTA).

Best practice in Queensland training.

Brisbane : Australian National Training Authority and Queensland Government, [1997?]. [101] p. (various pagings)

Covers Best Practice in four general areas: work based training, rural/remote delivery, regional development and administration. These are the results of eleven ANTA funded projects from TAFE Queensland, Industry Advisory Bodies and private providers. The range of models was documented and analysed. Each project summary includes a contact name and telephone number for further reference. Best practice operations include Golden Circle, a Forestry traineeship, Advanced Diploma and Traineeships in Manufacturing and Engineering, the Graphics Industry, training in Indigenous communities, and best practice in the supply and purchasing function.

Keywords: Best practice; TAFE college; Forestry training; Manufacturing; Aboriginal education; Rural sector; Purchasing; Queensland

AVAILABLE FROM: Open Learning Institute of TAFE GPO Box 1326 Brisbane 4001. Ph. 07 32594175; Fax 07 32594349; Email: olilibrary@vettweb.net.au Inter library loan.

SOUTH AUSTRALIA

50

TD/SA 52.01
South Australia. Dept of Education, Training and Employment.Analysis and Planning Branch.
Labour market study of primary industry sectors in South Australia: implications for vocational education and training (VET) planning.
Adelaide: Department of Education, Training and Employment, 1997. 66 p.

This report has been prepared for the TAFE SA Primary Industries, Tourism and Hospitality Program Cluster. The report identifies the broad training implications likely to arise in the medium term (next three to five years) as a result of cyclical and structural economic changes impacting on the industry sectors serviced by the TAFE SA Primary Industries, Tourism and Hospitality Program Cluster.

The following industry/occupational areas falling within the TAFE SA Primary Industries, Tourism and Hospitality Program Cluster covered in the report include: wool and sheep; food and wine processing (including meat processing); aquaculture; production horticulture (including viticulture); and biotechnology/laboratory operations.

In each industry area the following issues are covered: industry coverage and data availability; workforce profile of the sector; economic profile of the sector; factors influencing industry demand; strategic alliances/developments; and key training implications.

Keywords: TAFE; South Australia; Vocational education; Vocational training; Labour market; Industry; Wool; Food processing; Wine; Aquaculture; Horticulture

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Interlibrary loan.

51

TD/SA 52.02
Gallasch, Pat.
Guide to accreditation : book 1.
Adelaide: Dept for Employment, Training and Further Education, 1996. 27 p.

"A Guide to Accreditation" is the first of two books designed to explain the process of course accreditation, recognition and provider registration. The booklet is divided into the following sections: terms and definitions; accreditation - key questions and answers; and accreditation ten key principles - these principles are the foundation upon which your course is built and developed.

The ten principles discussed include: (1) training outcomes relevant to industry or market needs; (2) course level appropriate to the requirements of the credential to be awarded; (3) competency-based training/learning outcomes; (4) multiple entry and exit; (5) flexible learning; (6) articulation; (7) customisation of courses; (8) promote access and participation; (9) appropriate assessment; and (10) ongoing monitoring and evaluation.

Keywords: South Australia; TAFE; Vocational education; Vocational training; Accreditation; Accreditation and Registration Council; ARC

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Interlibrary loan.

52

TD/SA 52.03
Gallasch, Pat.
Guide to registration: book 2.
Adelaide: Dept for Employment, Training and Further Education, 1996. 26 p.

"A Guide to Registration" is the second of two booklets designed to explain the process of course accreditation and provider registration. This guide provides the information about registering as a provider. The booklet is divided into the following sections: terms and definitions; registration - an overview; and the registration process - meeting the standards, which covers (1) course or training program information (2) appropriate staff (3) training environment and resources (4) responsible and ethical relationships (5) financial safeguards and (6) quality control.

(Please note this booklet is currently (January 1998) being revised. For further information please contact the Curriculum Policy and Training Recognition Branch on phone: (08) 8226 3383)

Keywords: South Australia; TAFE; Vocational education; Vocational training; Training administration

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Interlibrary loan.

53

TD/SA 52.04
Goldman, Sue.
Change management for online delivery: strategies for organisations moving to online delivery.
1997. Unpublished. 7 p.

This paper was presented at the "Networking 97 : Shaping the Online Learning Environment", ANTA Flexible Delivery Conference, Adelaide, 19-21 November 1997.

This paper examines several theoretical frameworks for change processes which can be adopted for managing the introduction of online delivery into an organisation. Models examined include: Concerns-based Model; Soft Systems Methodology; Four Stage Problem Based Model; Framework "From Chalkface to Interface"; and New Learning Technologies Planning Model.

The common elements of each theorectical model presented are also discussed: human factor; dynamic nature of change and its impact on all systems within the organisation; embedding the change into the structures of the organisation; and the importance of communication.

Keywords: South Australia; Vocational education; Vocational training; Organisational change; Management; Computer assisted instruction; Information technology

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

54

TD/SA 52.05

South Australia. Dept of Education, Training and Employment. LEARN Network.

LEARN: information literacy policy.

Adelaide: Dept of Education, Training and Employment, 1997. 2p.

This policy has been prepared as an initiative of the LEARN Information Literacy Group primarily for staff of the LEARN Network. The policy aims to highlight the importance of information literacy and to promote its acceptance and practice throughout TAFE SA. The policy outlines the following: statement of commitment; aims of the policy; rationale and action required to achieve the stated aims.

Keywords: South Australia; TAFE; Vocational education; Vocational training; Library; Resource centre; South Australia. Dept for Employment, Training and Further Education. LEARN Network; Information literacy

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

55

TD/SA 52.06

Piwanski, Kelly.

Occupational health and safety: a bibliography of materials held at Croydon and Port Adelaide Campus of Douglas Mawson Institute of TAFE.

Croydon Park, SA: Learning Resource Centre, Douglas Mawson Institute of TAFE, Croydon Campus, 1997. 186 p.

This is the fourth edition of a bibliography of materials on occupational health and safety held at the Croydon Campus and now those materials held at Port Adelaide Campus of Douglas Mawson Institute of TAFE. The bibliography is divided into the following three sections: (1) alphabetical author listing; (2) subject list with each subject arranged in alphabetical order; and (3) a list of relevant occupational health and safety web sites.

4th edition.

Keywords: TAFE; South Australia; Vocational education; Vocational training; Occupational health; Occupational safety; Bibliography

ISBN: 0646336569

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Interlibrary loan.

56

TD/SA 52.07

South Australia. Dept of Education, Training and Employment.

VET matters : vocational education and training - issue 6 (November 1997).

Adelaide: Dept of Education, Training and Employment, 1997. 16 p.

This is the sixth issue of "VET matters", a newsletter intended to communicate with people involved in vocational education and training (VET). Areas of interest discussed in this issue include: VET in schools; User choice: absolutely everything you need to know about implementation in 1998; ITABS - where do they fit in and what's their role?; Trialing the SA Quality System; the quality and ARC pages.

ISSN: 1037-6828.

Keywords: TAFE; South Australia; Vocational education; Vocational training; Periodical

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

57

TD/SA 52.08

Harrison, Christine.

VET in schools - it's all about destinations.

IN: VET matters : vocational education and training. (6), November 1997, p. 2-3

This article provides an introduction to vocational pathways. A vocational pathway can be described as a program of education, training and structured work placement experiences which are recognised in the school and VET sectors and which provide students with well-defined pathways leading to entry to further education, training and/or employment.

The article also provides a description of a vocational pathways program (pathways into hospitality and tourism) and illustrates how these programs work and the kinds of experiences students gain.

Keywords: TAFE; South Australia; Vocational education; Vocational training; School; Secondary school

ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

58

TD/SA 52.09

Hutchinson, Lou.

Absolutely everything you need to know about implementation of user choice in 1998.

IN: VET matters: vocational education and training. (6), November 1997, p. 4-5

User choice is a process for enabling employers and their apprentices and trainees to exercise choice over which registered training provider they use to deliver structured training. This article discusses the following areas: user choice - who is it for?; user choice - when will it commence?; what are some of the benefits of user choice for registered training organisations?; registration of training organisations and funding agreements; sub-contracting; unit price; and payments.

Keywords: TAFE; South Australia; Vocational education; Vocational training; Apprenticeship; Traineeship; Training market; Training within industry; Training system
ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

59

TD/SA 52.10
Fitzpatrick, Greg.

ITABs - where do they fit in and what's their role?

IN: VET matters: vocational education and training. (6), November 1997, p. 6-7

Industry training advisory boards (ITABs) are an integral part of the vocational education and training system. They are industry organisations endorsed by the Commonwealth and State ministers for vocational education and training. This article provides an overview of ITABs in South Australia and their function. A list of South Australia's ITAB network is also provided.

Keywords: South Australia; Vocational education; Vocational training; Industry Training Council
ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

60

TD/SA 52.11
Hasler, Mike.

ITAB manages national project.

IN: VET matters: vocational education and training. (6), November 1997, p. 8

Information is provided in this article on a national project that was conducted in 1995-96 entitled "Vocational education and training needs in the polymer industry: issues related to target groups". The project was managed by the South Australian Process Manufacturing Industry Training Advisory Board and was designed to examine how training could better meet the needs of today's complex workforce, where employers and employees work within multilingual, mixed culture and mixed gender workplaces.

Keywords: Vocational education; Vocational training; South Australian Process Manufacturing Industry Training Advisory Board; SAPMITAB; Non English speaking; Women; Manufacturing; Educational needs; Training needs; Plastics industry
ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

61

TD/SA 52.12
Battilana, Joy.

Trialing the SA VET sector quality system.

IN: VET matters: vocational education and training. (6), November 1997, p. 9

Trials of the SA VET sector quality system have been proceeding in 15 organisations and a forum for all trial organisations to give formal feedback regarding their experiences of the quality system has occurred. Included in the article are two interviews which provide first-hand accounts of the quality system trials.

Keywords: TAFE; South Australia; Vocational education; Vocational training; Quality; Quality control
ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

62

TD/SA 52.13

Reaping the rewards through workplace assessment.

IN: VET matters: vocational education and training. (6), November 1997, p. 13

Local community radio station 5UV has a strong base of volunteers who readily give their time to help put programs together and onto the airwaves. One volunteer, Natalie Stansfield, recently became the first graduate of the Certificate II in Community Radio: Radio Operations, having achieved her certificate through a workplace assessment process.

Keywords: South Australia; Vocational education; Vocational training; Workplace education; Assessment; Radio
ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

63

TD/SA 52.14

Australian vocational education review, volume 4, no. 2, 1997.

Brisbane: Centre for Learning and Work Research, Faculty of Education, Griffith University, 1997.

The Australian Vocational Education Review publishes analytical commentary on contemporary developments and issues in vocational education in Australia, and where relevant to Australia, developments and issues in vocational education in other countries.

The following areas are discussed in this issue: regulating the training market; diesel mechanics, critical thinking and critical thinkers; teaching-learning as the major game in vocational education; the role of training in enterprises; examining some popular preconceptions about enterprise training; and factors in vocational education policy development.

Keywords: Vocational education; Vocational training; Periodical; Griffith University; Centre for Learning and Work Research
ISSN - 1321-3954

AVAILABLE FROM: Subscriptions : The Manager, Centre for Learning and Work Research, Faculty of Education, Griffith University, QLD 4111. Ph: (07) 3875 5862; fax: (07) 3875 6868. Price: $55 per annum. **Other sources:** SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy of an article.

64

TD/SA 52.15
Anderson, Damon.

Re-regulating the training market: quality control and consumer protection.

IN: Australian vocational education review. Vol. 4,(2), October 1997, p. 1-14

The role and nature of the training market is the subject of Damon Anderson's paper. He argues that the balance between an open training market and provisions of quality control and consumer protection has shifted to the degree that the provisions for VET students and national strategic goals associated with VET are being left to a faith in the market which is highly questionable. This circumstance prompts the need for regulation and enforcement policies by government to counter the undesirable consequences of their stimulation of a competitive VET market.

Keywords: Vocational education; Vocational training; Training market; Quality control
ISSN: 1321-3954

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

65

TD/SA 52.16
Davison, Trevor.

Diesel mechanics, critical thinking and critical thinkers.

IN: Australian vocational education review. Vol. 4,(2), October 1997, p. 15-21

In his paper, Trevor Davison discusses how critical thinking has been conceptualised and argues that individuals use critical thinking in everyday activities such as vocational practice. Therefore, such thinking and the attributes associated with it are not only the preserve of the professions and of university education - rather they are a part of all individuals' thinking.

Keywords: Vocational education; Vocational training; Critical thinking; Diesel mechanic
ISSN: 1321-3954

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

66

TD/SA 52.17
Pithers, R.T.

Teaching-learning as the major game in vocational education: has psychology got a part to play?

IN: Australian vocational education review. Vol. 4,(2), October 1997, p. 22-32

Pithers argues that psychology has a legitimate role to play in courses which prepare vocational educators, despite it being de-emphasised in some courses. His paper argues that the failure of psychology to be taken seriously is partially a product of its own internal debates and the difficulty it has in making its relevance understood to adult and vocational education. Pithers concludes that the prospect for educational psychology's greatest contribution is to focus strongly on learning, if it is to be viewed as legitimate.

Keywords: Vocational education; Vocational training; Psychology; Learning process; Teaching method
ISSN: 1321-3954

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

67

TD/SA 52.18
Rowden, Robert.

How attention to employee satisfaction through training and development helps small business to maintain a competitive edge: a comparative case study.

IN: Australian vocational education review. Vol. 4,(2), October 1997, p. 33-41

This paper examines the role of training in enterprises and in particular its capacity to assist enterprises in maintaining a competitive edge. Focusing on small manufacturing enterprises, this study identifies a series of characteristics of successful and durable enterprises and then captures the role that training plays in those enterprises' activities. The six common characteristics include: (1) belief in people as the primary source of competitive advantage; (2) concern for employee well-being; (3) belief that investment in employee development yields a return; (4) meaningful employee involvement; (5) open communication channels; and (6) proactive leadership and direction from the top.

Keywords: Vocational education; Vocational training; Small scale industry; Employees attitude; Job satisfaction; Job enrichment; Case study
ISSN: 1321-3954

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

68

TD/SA 52.19
Smith, Andrew.

Making false assumptions: examining some popular preconceptions about enterprise training.

IN: Australian vocational education review. Vol. 4,(2), October 1997, p. 42-50

This paper provides a critique of some common assumptions about enterprise training in Australia. Drawn from a set of case studies of enterprise training, assumptions about the specific nature of enterprise training, how managers view training, the participation of small and large enterprises in training and the relationship between industrial relations and training are discussed. Some of these assumptions are challenged and the complexity of others is highlighted in the paper. The author again examined this issue in a paper delivered at the 5th Annual International Conference on Post-compulsory Education and Training (TD/TNC 52.41).

Keywords: Vocational education; Vocational training; Training within industry; Case study; Enterprise
ISSN: 1321-3954

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

69

TD/SA 52.20
Billett, Stephen.

Factors in vocational education policy development: Modern Apprenticeships, a case study.

IN: Australian vocational education review. Vol. 4,(2), October 1997, p. 51-60

This paper discusses factors influencing the development of policy for vocational education and training, by identifying similarities and differences between policy in the United Kingdom and Australia. Having overviewed these differences, the case of Modern Apprenticeships being implemented in the United Kingdom is provided to further illustrate these factors and their consequences for practice within VET.

Keywords: Vocational education; Vocational training; Case study; Apprenticeship; UK; Educational policy; Modern Apprenticeships; Policy formation
ISSN: 1321-3954

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

70

TD/SA 52.21
Roberts, Jeanette.

Women in engineering: diversity in engineering, science and technology at 7th Women in VET Forum.

IN: Australian TAFE teacher. Vol. 31,(4), November 1997, p. 13

Jeanette Roberts reports on the 7th Women in VET Forum run by the Women's Education and Training Coordination Unit of South Western Sydney Institute. The Forum was about: (1) identifying current issues across industry, VET and community sectors; (2) developing action strategies; (3) achieving sustainable levels of growth in women's access and participation; (4) targeting engineering, science and technology, telecommunications fields; (5) considering the effect of current policy and changes to VET; and (6) focusing on new and emerging growth fields, telecommunications, electronics, information and new technologies.

Keywords: Vocational education; Vocational training; Women; Engineering; Information technology; Access to education; Participation
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

71

TD/SA 52.22
Thomason, Robert.

Engineering education: the development of engineers as managers and leaders.

IN: Australian TAFE teacher. Vol. 31,(4), November 1997, p. 11-12

This article discusses the development of a Graduate Diploma in Management and a Master of Business Administration (Technology Management) by the Association of Professional Engineers, Scientists and Managers, Australia (APESMA). The decision to develop the above courses was the result of findings regarding the low participation levels of professional engineers in formal management.

The management education program is attracting interest from overseas students and highlights the capacity and preparedness of professional engineers to embrace non-technical skills which are now seen as being of such importance to the successful practice of engineering.

Keywords: Vocational education; Vocational training; Engineering; Management; Engineering education; APESMA; Association of Professional Engineers, Scientists and Managers, Australia
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

72

TD/SA 52.23
Stathakis, John.

Engineering: evolving technology and teaching CAD.

IN: Australian TAFE teacher. Vol. 31,(4), November 1997, p. 9-10

In this article the author discusses a problem associated with curriculum dealing with technology that is rapdily changing, for example computer software operating systems/ environments and Computer Aided Design (CAD) applications. The problem is described by the author as "product bound" curriculum - curriculum that has been unconsciously written around a specific product.

Keywords: Vocational education; Vocational training; Computer aided design; Curriculum; Educational technology; Curriculum development
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

73

TD/SA 52.24
Aquilina, John.
TAFE works better.
IN: Australian TAFE teacher. Vol. 31,(4), November 1997, p. 16-17

This is an extract from a speech which the Hon. John Aquilina, MP, NSW Minister for Education and Training presented at the launch of the AEU's TAFE works campaign at the South Western Sydney Institute of TAFE.

The TAFE works campaign is designed to build awareness within the Australian community - to make potential and current students, parents, business and industry aware of the excellence of the Australian TAFE system.

Keywords: Vocational education; Vocational training; TAFE; Speech
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

74

TD/SA 52.25
Hewett, Rex.
ACTU endorses TAFE works campaign.
IN: Australian TAFE teacher. Vol. 31,(4), November 1997, p. 18-19

Rex Hewett reports on the commitment the ACTU has made to TAFE and to Australia's school leavers. In this report he makes a commitment to TAFE and the AEU TAFE works campaign.

Keywords: Vocational education; Vocational training; TAFE; Australian Council of Trade Unions; ACTU
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

75

TD/SA 52.26
Walsh, Anne.
Flexible delivery GLLADRAPPS: an analysis tool.
IN: Australian TAFE teacher. Vol. 31,(4), November 1997, p. 21-22

GLLADRAPPS is an acronym based on ten elements of a delivery system that can be manipulated in order to develop a new model of delivery. In this article Anne Walsh describes the tool she developed, GLADDRAPPS, in 1995 for analysing and redesigning delivery systems.

The purpose of GLADDRAPPS is to examine each element of the existing delivery system, determine what is being done at present and why, then determine how this encourages or inhibits learners accessing and making best use of the learning opportunity. From there teachers are able to make decisions about which elements should be modified and to what extent.

Keywords: Vocational education; Vocational training; GLLADRAPPS; Flexible delivery; Delivery system
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

76

TD/SA 52.27
Roe, Julius.
Update on new apprenticeships and traineeships.
IN: Australian TAFE teacher. Vol. 31,(4), November 1997, p. 24-25

In May 1997 Julius Roe wrote an article about the Federal Government's plans for the apprenticeship and traineeship system. This update is an extract from Roe's report to the ACTU Congress held in Brisbane in August 1997.

Roe discusses the following major issues and concerns: declining number of apprentices; user choice; draft regulations and guidelines proposed for approving authorities; employment of apprentices and trainees under the Australian Workplace Agreements rather than under the Awards.

Keywords: Vocational education; Vocational training; Apprenticeship; New Apprenticeships; Traineeship
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

77

TD/SA 52.28
Joint statement from State, Territory and Commonwealth Ministers for Vocational Education and Training (25 September 1997) : Australian National Training Authority Agreement.
IN: Australian TAFE teacher. Vol. 31,(4), November 1997, p. 28

The State, Territory and Commonwealth Ministers for Vocational Education and Training have agreed upon the basis for funding Australia's vocational education and training system. This article provides the details of the Memorandum of Agreement.

Keywords: Vocational education; Vocational training; Educational finance; Financial policy; Australian National Training Authority; Training system
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

78

TD/SA 52.29
Newstead, Red.
Technology in education.
IN: Australian TAFE teacher. Vol. 31,(4), November 1997, p. 29, 32

In this article Red Newstead looks at ways the Internet can help the education system, students and workers catch up with technological change - thereby slowing the growth in the wage gap between workers with degrees and those without.

Keywords: Vocational education; Vocational training; Internet; Information technology

ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

79

TD/SA 52.30

Brown, Gary.

Fishing course in TAFE.

IN: Australian TAFE teacher. Vol. 31,(4), November 1997, p. 33-34

Gary Brown, a keen angler, has worked for the past few years on the development of a nationally accredited TAFE course for the fishing industry. This article discusses the fully accredited Certificate 3 course, Fishing Industry Services - Recreation No. 5849. The following issues are discussed in the article: industry and market needs; outline of course structure; course delivery; integrated delivery; achievements to date and where to from here?

Keywords: Vocational education; Vocational training; Fishing; Course design; TAFE

ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

TASMANIA

80

TD/TAS 52.01

Kelleher, John; Murray, Josephine.

Case studies of Action Learning Groups: recognition and assessment.

ANTA, 1996. 110 p.

(Work based learning in progress series, v.5)

This publication is a collation of various case studies of groups involved in the Work Based Learning in Action Scheme. The case studies are of action learning groups and are designed to give the reader an insight into what it's like to be involved in such a program. The case studies in this volume are collated around the theme of recognition and assessment. The focus is on the staff development experience rather than the CBT project. This volume includes the following case studies:

"Designing an assessment system at Edgell-Birds Eye" prepared by Paul Kearney; "Fashioning competence in design" - Bev Pitot; "Designing a skills and assessment system for TDG Autocare" - Crina Virgona; "Managing action in the workplace" - Trish McCullough; "Designing workplace assessment in Qantas" - Robin Bishop and Josephine Murray; "Rethinking assessment at Cooloola Institute" - Elizabeth Toohey; "Workplace assessment in Purity" - Frankie Forsyth; "Implementing CBT for System Controllers" - Frank Zucchi and Russell Fry; "Key questions at PEP Employment Services" - Jane Loring; "Integrated dental education at Torrens Valley" - Lesley Steele.

Keywords: Experiential learning; Competency based assessment; National Staff Development Committee; ANTA funded project; Recognition of prior learning

ISBN: 064224894X

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st Floor, 99 Bathurst Street, Hobart TAS. 7000.

81

TD/TAS 52.02

Kelleher, John; Murray, Josephine.

Case studies of action learning groups: curriculum development and flexible delivery.

Melbourne: ANTA, 1996. 108 p.

(Work based learning in progress series, v.6)

This publication is a collation of various case studies of groups involved in the Work Based Learning in Action Scheme. The case studies are of action learning groups and are designed to give the reader an insight into what it's like to be involved in such a program. The case studies in this volume are collated around the theme of curriculum development and flexible delivery. The focus is on the staff development experience rather than the CBT project. This volume includes the following case studies:

"Aboriginal cultural awareness at the Institute for Aboriginal Development" - prepared by staff of the Institute for Aboriginal Development and Josephine Murray; "Birth in East Melbourne" - Robyn Walsh; "Implementing flexible delivery in far north Queensland" -Alison Gotts; "Wonderful women in action" - Laura Brearley and Josephine Murray; "Management training at the Institute for Aboriginal Development" - staff of the Institute for Aboriginal Development; "Curriculum for assistant power plant operators" - Bob Engisch; "Curricula for social change and action" - staff of the Institute for Aboriginal Development and Josephine Murray; "Flexible initiatives at Colac Work Skills" - Jane Holt; "Collaboration for clients" - Len van der Waag; "The ship HSACS action learning" - Toni Reeves and Josephine Murray; "To reflect or not to reflect?" -Frankie Forsyth; "Action as a social process" - Roger Carter.

Keywords: Experiential learning; Workplace learning; Curriculum development; Flexible delivery; National Staff Development Committee; ANTA funded project; Competency based training

ISBN: 0642253269

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st Floor, 99 Bathurst Street, Hobart TAS. 7000.

82

TD/TAS 50.03
Wallace, Simon; Murray, Josephine.
Workplace language and literacy in action: case studies one.
Melbourne: ANTA, 1997. 76 p.
(Work based learning in progress series)

Workplace Language and Literacy (WL&L) in Action was a national staff development initiative auspiced through the, now defunct, National Staff Development Committee. WL&L in Action was motivated by the need to assist the implementation of integrated English language and literacy programs within the National Vocational Education and Training system. It responded to the need to increase the English language, literacy and numeracy skills of workers within Vocational Education and Training programs. WL&L in Action sponsored 25 action learning groups in the period 1995-1997 and has developed from these projects this series of case studies. The case studies in this publication describe a range of projects throughout Australia and provide examples of good practice in addressing workplace language and literacy issues. They include:

"That blessed CBW!" prepared by Frankie Forsyth; "Our customers are not willing ones!" - Clare O'Kelly; "Communication at Bridgestone" - Caroline Dillon; "Job rotation and multiskilling at Cadbury Schweppes - Tom Nehrmann; "Workplace communication at Glenray" - Josephine Murray, Doreen Conroy and Janelle Kemp; "Patient care at Royal Perth Hospital" - Steve Dean; "Learning is forward thinking" - Sharon Wiles and Josephine Murray; "Laundry language" - Jack Cunningham and Josephine Murray.

Keywords: Literacy; Language teaching; Experiential learning; Workplace education; Assessment; Competency based training; ANTA funded project; National Staff Development Committee
ISBN: 0642256047

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st Floor, 99 Bathurst Street, Hobart TAS. 7000.

83

TD/TAS 52.04
Albert, Daniel.
Tasmania. Dept of Vocational Education and Training. Research Branch. (DVET) Hobart.
Right choice: a survey of TAFE first year students.
Hobart: DVET, 1997. 67 p.

This survey was conducted in order to provide an update on a previous survey published by the Department 1994. ("Results of the pilot survey on TAFE enrolment and information services", TD/TAS 38.14) The information sought covered areas such as how students learned about TAFE, what information they were able to access and their experience in enrolling at TAFE. The survey was conducted in order to gather information which could be used to inform future marketing strategies. Results included:

- The main reason given for undertaking a TAFE course was employment related
- The main source of information about TAFE was from personal visits
- Over four out of five requests for information from TAFE were for a specific area of training.

Several action points were also identified including:

- A need to review enrolment procedure, especially to eliminate the time taken to enrol
- Promotion of TAFE to prospective students should continue to emphasise the success rate of graduates in achieving employment
- There is a need to develop a strategy for the provision of all information to students and prospective students.

Keywords: Enrolment; TAFE student; Survey; Tasmania

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st Floor, 99 Bathurst Street, Hobart TAS. 7000.

84

TD/TAS 52.05
Morgan, David.
Learning with STELLA: using computer simulation to accelerate reform and to forecast skill requirements in the building and construction industry.
Hobart: Tasmanian Building and Construction Industry Training Board, 1997. 9 p.

This report describes the process involved in developing a computer model capable of simulating future skill requirements in the construction industry under a range of scenarios. The model allows for any individual to challenge scenario assumptions, thus introducing creation based learning into the training reform process.

Keywords: Construction industry; Training needs analysis; Model; Computer programme; Computer aided design; Vocational education; Tasmania

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st Floor, 99 Bathurst Street, Hobart TAS. 7000.

85

TD/TAS 52.06
Potter, Jasmine.
Tasmania. Dept of Industrial Relations, Vocational Education and Training. Review Branch. (DIRVET) Hobart.
Implementation of RPL in the Tasmanian VET sector.
Hobart: DIRVET, 1995. 1v.

This publication is an evaluation of the implementation of Recognition of Prior Learning (RPL) in Tasmania in 1995. The project brief emphasised two major objectives which evolved into separate research studies, namely:

- a quantified evaluation of where and to what extent and standard RPL is being implemented, and
- the gathering of anecdotal evidence on barriers to RPL implementation through interviews with range of stakeholders selected from registered private training providers, TAFE, employers and The Dept. of Industrial Relations Vocational Education and Training

In general terms it was found that RPL implementation had proceeded more slowly than anticipated. Many barriers were complex; interwoven with and dependent upon, influences that were beyond the boundaries of the RPL policy itself. The barriers related mostly to the infrastructure and support mechanisms necessary for successful implementation rather than the assessment procedures themselves.

Keywords: Tasmania; Recognition of prior learning; Survey; Vocational education; Evaluation

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st Floor, 99 Bathurst Street, Hobart TAS. 7000.

86

TD/TAS 52.07
Oakes, Gaye.
Tasmania. Dept of Vocational Education and Training. Operations Policy, Access and Equity. (DVET) Hobart.

Developing standards under the Disability Discrimination Act for student services in vocational education and training.

Brisbane: ANTA, 1997. 82 p.

This report focuses on the development of standards under the Disability Discrimination Act 1992 (DDA) in the context of Australian vocational education and training (VET) and specifically, for student services. Its focus is the DDA federal legislation that makes discrimination against persons with a disability an offense. The aim of the report is to "provide an informed and coordinated position" on the development of standards in the Australian (VET) sector within this framework.

Keywords: Disability; Standard; Vocational education; ANTA funded project; Equal opportunity; TAFE; Legislation
ISBN: 0646319132

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st Floor, 99 Bathurst Street, Hobart TAS. 7000.

87

TD/TAS 52.08
Tasmania. Dept of Vocational Education and Training. (DVET) Hobart.

Quality framework for vocational education and training in Tasmania: report.

Hobart: DVET, 1997?. 14 p.

The purpose of this document is to provide training organisations and other interested persons with an overview of quality systems and to seek comments from stakeholders regarding the proposed quality framework for vocational education and training (VET) in Tasmania. The paper also outlines some of the quality systems and tools that may be used by organisations implementing quality systems. The Tasmanian quality framework for VET includes the following features:

- a strong client focus framed around the core business of an organisation
- promote and enhance continuous improvement
- application provides quality assurance to stakeholders
- is compatible with ISO 9000 quality system and other quality systems

The framework comprises ten quality standards and these are outlined in the report.

Keywords: Tasmania; Vocational education; Quality control; Vocational training

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st Floor, 99 Bathurst Street, Hobart TAS. 7000.

88

TD/TAS 52.09
Tasmania. Dept of Vocational Education and training. (DVET) Hobart.

Small business professional development best practice programme resource kit: planning and evaluating your project.

Canberra?: DEETYA, 1997. 24 p.

This kit is designed to help project managers to:

- establish and/or check project orientation
- maintain quality assurance
- measure results
- identify findings

The kit will help with formative evaluation - checking the health of a project and improving it and summative evaluation - assessing the overall success of the project. The publication expresses the view that project evaluation is an integral part of project management. It helps to keep the project on track and know whether the destination has been reached.

Keywords: Career development; Small scale industry; Project evaluation; Planning of training

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st Floor, 99 Bathurst Street, Hobart TAS. 7000.

89

TD/TAS 52.10
Cotton, Geoff; Vernon, Des.

How training providers can meet your business's training needs.

Hobart: Dept of Vocational Education and Training, 1997. 26 p.

This booklet outlines principles for flexible delivery and illustrates these with examples and case studies. It does not attempt to cover the full range of flexible training options which may be offered by registered training providers in Tasmania, but gives some examples of how training can be made more effective by increasing flexibility in training design and delivery. It is intended that this booklet be of use to employers considering options available under user choice.

Keywords: Tasmania; Flexible delivery; Vocational training; Trainer; Private training provider; Small scale industry

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st Floor, 99 Bathurst Street, Hobart TAS. 7000.

90

TD/TAS 52.11
Griffin, Peter; Woinarski, Zich.
Tasmanian Rural Industry Training Board.
Overseas study tour.
Launceston, TAS: Tasmanian Rural Industry Training Board, 1996.102 p.

In 1996 the President and the Executive Officer of the Tasmanian Rural Industry Training Board Inc (TRITB) undertook an overseas study tour to look at training processes and programmes in rural education and training. The countries included in the tour were Taiwan, England, Scotland, Ireland, the Provinces of Ontario and British Columbia - Canada and the State of California - USA. The report reflects the authors' observations, deliberations and knowledge obtained of how other countries are addressing education and training in the rural sector. One of the outcomes of the report was a series of 11 recommendations made to the TRITB.

Keywords: Tasmania; Agricultural training; Rural training; Rural industry; Research; Study tour

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st Floor, 99 Bathurst Street, Hobart TAS. 7000.

91

TD/TAS 52.12
Hollybank Forestry Centre. Launceston.
Best practices in industry training: a case study of Hollybank Forestry Centre Inc.
Hobart?: Dept of Vocational Education and Training, 1997?.
1 videocassette (22 min.)

This video has been developed to demonstrate to other training providers the way in which one relatively small, fee-for-service training provider has tackled the problems associated with meeting the training needs of a diverse resource based industry. It is hoped that through the video and workbook other training providers, including industry based on-site trainers, may take some of the ideas used and modify or mould them to suit the needs of their clients.

Hollybank identified that in moving towards best practice it needed to adopt:

- a client-focused approach, and
- sound community, education, training and industry links.

Keywords: ANTA funded project; Best practice; Forestry training; Tasmania

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st Floor, 99 Bathurst Street, Hobart TAS. 7000.

NATIONAL
CENTRE FOR
VOCATIONAL
EDUCATION
RESEARCH

92

TD/TNC 52.01
National Centre for Vocational Education Research. (NCVER)
TAFE graduate destination survey 1997: at a glance.
Adelaide: NCVER, 1997. 8 p.

This brochure provides summary information from the national 1997 TAFE Graduate Destination Survey (national report TD/TNC 52.02). Destination information is presented about students who completed their courses during 1996 and received an award for a course of at least 200 hours or one semester in duration.

Keywords: Vocational education; Vocational training; Survey; TAFE; Graduate
ISBN: 0873974506

AVAILABLE FROM: Distribution Officer, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8416; Fax: (08) 8331 9211. Free of charge.

93

TD/TNC 52.02
National Centre for Vocational Education Research. (NCVER)
TAFE graduate destination survey 1997: national report.
Adelaide: NCVER, 1997.
164 p. (+ appendices)

This report presents the results from the second national survey of TAFE graduates, the first being conducted in 1995 (TD/TNC 45.27). Nationally the survey involved sending a questionnaire to all 1996 graduates (110,409) of TAFE institutes in Australia who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester duration and had an Australian address as their usual address. There were responses from 60,746 graduates, a rate of 55 percent. The 1997 survey questionnaire largely followed that for the 1995 survey and collected information about TAFE graduates' general characteristics, fields of study, employment outcomes, occupations and industries of employment, satisfaction with and opinions about their course of study, and further study plans. A detailed description of the 1997 methodology, a glossary and fieldwork materials (including the questionnaire) are contained as appendices to this report. A snapshot of this survey is given in 'TAFE graduate destination survey: at a glance' (TD/TNC 52.01).

Keywords: Vocational education; Vocational training; Survey; TAFE; Graduate; Course evaluation; Employment; Employment opportunity; Occupation
ISBN: 0873974514

AVAILABLE FROM: Distribution Officer, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8416; Fax: (08) 8331 9211. Cost: $20.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

94

TD/TNC 52.03
National Centre for Vocational Education Research. (NCVER)
Employers' satisfaction with vocational education and training 1997: at a glance.
Adelaide: NCVER, 1997. 8 p.

This brochure provides summary information gained from the national survey conducted in 1997 (national report TD/TNC 52.04). It contains a snapshot of the views of over 2600 employers about their satisfaction with vocational education and training (VET) including the availability, relevance and quality of VET in Australia.

Keywords: Vocational education; Vocational training; Employer; Survey
ISBN: 0873974522

AVAILABLE FROM: Distribution Officer, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8416; Fax: (08) 8331 9211. Free of charge.

95

TD/TNC 52.04
National Centre for Vocational Education Research. (NCVER)
Employers' satisfaction with vocational education and training 1997: national report.
Adelaide: NCVER, 1997. 89 p.

This report presents the results from the national survey of employers with recent vocational education and training (VET) graduates. Employers who contributed to the survey were those with at least one employee who had completed a VET course of at least 200 hours within the previous two years. The purpose of the survey was to gather employers' views about their satisfaction with VET including the availability, relevance and quality of VET in Australia. A total of 2687 interviews were conducted with employers covering all States and Territories, all industries and employer size categories. The survey adopted an approach to the measurement of satisfaction which enables the gaps between employers' expectations and the reality of VET service delivery to be clearly identified. A snapshot of this report is available (TD/TNC 52.03).

Keywords: Vocational education; Vocational training; Employer; Survey; Quality; Relevance of education
ISBN: 0873974530

AVAILABLE FROM: Distribution Officer, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8416; Fax: (08) 8331 9211. Cost: $20.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

96

TD/TNC 52.05
National Centre for Vocational Education Research. (NCVER)
Australian apprentice and training statistics: quarter 1, volume 4 number 1, July-Sept 1997.
Adelaide: NCVER, 1997. 32 p.

This publication presents information on persons undertaking vocational training through apprenticeship and traineeship arrangements. It provides highlights of current trends and descriptive analysis on selected topics related to contracts of training. The publication reports on the first quarter of the financial year for the period 1 July 1997 to 30 September 1997.

Keywords: Statistics; Statistical data; Traineeship; Apprenticeship; NCVER; ANTA; ANTA funded project
ISBN: 14400359

AVAILABLE FROM: Distribution Officer, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8416; Fax: (08) 8331 9211. Cost: $10.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

97

TD/TNC 52.06
Smith, Erica.
Study of the penetration of competency-based training in Australia.
IN: Research in post-compulsory education. Vol. 1,(2), 1996, p. 169-185

In 1990 Australian Federal and State Ministers responsible for vocational education and training (VET) established a framework for the implementation of competency-based training (CBT) in Australia, setting a target of substantial implementation by the end of 1993. Charles Sturt University's Group for Research in Employment and Training was commissioned by the Dept of Employment, Education and Training (DEET) to assess the penetration of CBT in TAFE and non-TAFE settings in 1994. This paper gives an overview of the results of that assessment. It was found that the implementation was slower than anticipated, particularly in the TAFE sector, but the data also suggested that CBT was becoming more common and the gap between TAFE and non-TAFE providers was closing. It was discovered that considerable disagreement about what constituted CBT practice existed among providers. To describe the implementation of CBT, an updated model of essential and associated elements of CBT is proposed.

Keywords: Competency based training; Postcompulsory education; Vocational education; Vocational training; Implementation; Assessment; Evaluation
ISSN: 13596748

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

98

TD/TNC 52.07
Great Britain. National Council for Vocational Qualifications. (NCVQ)
Internal verification of NVQs.
London: National Council for Vocational Qualifications, 1997. 20 p.

This document is part of a series produced for people involved in delivering and assessing National Vocational Qualifications (NVQs). The intention is to provide an assessment guide which will give explanations of the principles underpinning NVQs, highlight the principles of quality assurance and internal verification, and give examples of good practice which can be adapted to suit particular circumstances and needs. The booklet also goes some way to establishing a benchmark against which internal verification practice can be judged.

Keywords: United Kingdom; National Vocational Qualifications; NVQ; Quality; Assessment

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

99

TD/TNC 52.08

Griffith University. Faculty of Education. Centre for Learning and Work Research.

Good thinking good practice: research perspectives on learning and work: conference program.

Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training: Gold Coast, Queensland, 26-28 November 1997

Brisbane: Griffith University, 1997. 63 p.

This is the program for the 5th Annual International Conference on Post-Compulsory Education and Training, 26-28 November 1997. Papers from national and international presenters are listed with abstracts. For individual papers see TD/TNC 52.13-55.

Keywords: Research; Learning; Work; Conference report; Conference paper

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

100

TD/TNC 52.09

Griffith University. Faculty of Education. Centre for Learning and Work Research.

Good thinking good practice: research perspectives on learning and work: conference papers: volume 1.

Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training: Gold Coast, Queensland, 26-28 November 1997

Brisbane: Griffith University, 1997. 223 p.

Volume 1 of the conference papers of the 5th Annual International Conference on Post-compulsory Education and Training, Queensland 26-28 November 1997, contains the following papers: 'Applications of some German views on the nature of interests to vocational education in Australia.' - James A Athanasou; 'Aesthetic knowledge and learning in the workplace.' - Richard G Bagnall; 'Experts' ways of knowing.' - Stephen Billett; 'Reflexive modernisation and lifelong learning: the governing of the flexible worker.' - Richard Edwards; 'Learning at work.' - John Garrick, Nicky Solomon; 'Vocational education for whom? The criterion of worthwhileness in contemporary vocational curriculum development.' -John Stevenson; 'An investigation of artifact mediation and task organisation involving numerical workplace knowledge.' - Clive Kanes; 'The degrees of workplace learning: critical issues for higher education.' - John Garrick, Denise Kirkpatrick; 'Networking and training - a regional strategy for mobilizing, encouraging and educating women to start businesses.' - Agneta Hansson, Gunilla Lundkvist, Margaretha Milsta, Ulla Tebeliu; 'Micro project, macro goal. Challenges of supporting transformation in South African distance education.' - Veronica Volkoff, Jane Perry; 'Workplace competencies: communication ideas and information.' - Jean Searle; 'Everyday learning in the workplace: back to the future:' - Rosemary Taylor; 'Vocational educators' perspectives of workplace learning: a case study on senior schooling.' - Christine Velde, Tom Cooper, Sandra Harrington, Emma Mailler; 'Educating Cinderella: educating social workers for the postmodern society.' - Helen Cameron; 'Experiential learning - cognitive and behavioural outcomes.' - Peter Meggitt; 'Pedagogy and violence: gaps between research and knowledge.' - Fiona Underwood, Peter Willis; 'Situated numeracy: mathematical saturation.' Robin Zevenbergen; 'Engaging in critical and reflective practice: reflections on a program to support TAFE teachers through personal and organisational change.' - Margaret Taylor. For individual papers see TD/TNC 52.13-30.

Keywords: Research; Learning; Work; Conference report; Conference paper

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

101

TD/TNC 52.10

Griffith University. Faculty of Education. Centre for Learning and Work Research.

Good thinking good practice: research perspectives on learning and work: conference papers: volume 2.

Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training: Gold Coast, Queensland, 26-28 November 1997

Brisbane: Griffith University, 1997.193 p.

Volume 2 of the conference papers of the 5th Annual International Conference on Post-Compulsory Education and Training contains the following papers: 'Workplace mentoring: a preliminary study.' - Darryl Dymock; 'Clients in the training market: facts and fiction.' - Damon Anderson; 'The flexible subject: 'disciplining' learners for work within the postmodern.' - Katherine Nicoll; 'Participants in a work-based learning programme: small and medium enterprises and their employees.' - Liz Seagraves, Mike Osborn; 'Workplace communication services: a model for workplace learning.' - Jim Shaw; 'Does competency-based training mean the end of teaching as we know it?' - Erica Smith; 'Students in workplaces: what are the benefits? - Josie Misko; 'Training mentors for maximum transfer.' -Michael Tovey; 'Training one-to-one: out of sight, out of mind.' - Kevin E Vallence; 'Is access working? An exploration of outcomes for unemployed VET participants.' - Veronica Volkoff, Barry Golding; 'Making false assumptions: examining some popular preconceptions about Enterprise Training.' - Andrew Smith; 'Towards a fuller conception of the tasks of HE teaching.' - Tom Phillips; 'Andragogy in senior high school: a reflective pause.' - David H Tippetts; 'Engendering workplace skills through innovative practices in higher education - Graduate Diploma of Vocational Education and Training (VET).' - Lee Dunn, Lyn Carson. For individual papers see TD/TNC 52.31-44.

Keywords: Research; Learning; Work; Conference report; Conference paper

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

102

TD/TNC 52.11

Griffith University. Faculty of Education. Centre for Learning and Work Research.

Good thinking good practice: research perspectives on learning and work: conference papers: volume 3.

Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training: Gold Coast, Queensland, 26-28 November 1997

Brisbane: Griffith University, 1997. 231 p.

Volume 3 of the conference papers of the 5th Annual International Conference on Post-Compulsory Education and Training contains the following papers: 'Human resource development: developing the developers in a changing field.' - Geoff Anderson, Robyn Johnston; 'Hypermedia - what potential for learning?' - Fred Beven; 'First-year AVTS students' experience of learning in different contexts.' - Rod Gerber, Colin Lankshear, Chris Bishop; 'Why my dad can no longer support Manchester United: exploring a more congruent theory for training design.' - Llandis Barratt-Pugh; 'Women training for transitions: enhancing VET for women's business involvement.' -Mary Barrett; 'Small groups versus ICSI in particular technical concept learning for selected college students.' - Chih-feng Chuang; 'The changing role of teachers working in industrial settings.' - Jan Dillow; 'The business of TAFE is business': entrepreneurialism, training markets and education management.' - Lawrence Angus; 'Sitting on a log talking to the younger members of the tribe: problematising CBT and teaching practice in TAFE.' - Peter Rushbrook; 'Possible futures for public education: lessons from Victorian VET reform.' - Terri Seddon, Lawrence Angus, Lynton Brown; 'Reflective practices and vocational teacher education: where to from here?' - Ian R Cornford; 'The concept of system in higher education: a means to promote efficient and effective learning.' - John D Dennison; 'The concept of smartness in workforces.' - Rod Gerber; 'Research perspectives on vocational mathematics.' - Gail E FitzSimons; 'Flexible delivery: changing the face of the VET sector.' - David Kay; 'On and off-job sites as learning environments: what does integrated training really mean?' - Roger Harris, Peter Willis, Michele Simons; 'Use of the World Wide Web for completion of required courses in Vocational Teacher Certificate.' - Larry R Hudson, Sue Halfhill; Julie Palmer, Linda Greer, Charles Raquet, Robert Paugh; 'Regional 'empowerment' within the national vocational education and training system: an exploration.' - Kate Lawrence; 'New apprenticeship pathways research in progress.' - Wendy Murray. For individual papers see TD/TNC 52.45-55; TD/TNC 52.57; TD/TNC 52.60-66.

Keywords: Research; Learning; Work; Conference report; Conference paper

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

103

TD/TNC 52.12

Griffith University. Faculty of Education. Centre for Learning and Work Research.

Good thinking good practice: research perspectives on learning and work: conference papers: volume 4.

Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training: Gold Coast, Queensland, 26-28 November 1997

Brisbane: Griffith University, 1997. 211 p.

Volume 4 of the conference papers of the 5th Annual International Conference on Post-Compulsory Education and Training contains the following papers: 'Deliberate socialisation for group work: a need for close analysis.' - Ian R Cornford; 'Critical reasoning skills among vocational educators and trainers.' - R T Pithers; 'The latent factor: an impetus for employer provided education.' - Gene E Fusch; 'Cross discipline studies: the key to professionalising the development specialists in large organisational settings.' - Dell Dennis; 'Just having a little chat': community learning and social capital.' - Lesley Harrison, Ian Falk; Learning and knowledge management in the workplace: sources of good thinking and good practice.' - Judy Matthews; 'Does feedforward affect the accuracy of student judgements of classroom interest in vocational education? A lens model analysis.' - James A Athanasou; 'Learning in a particular workplace: professional practice.' - Barrie Brennan; 'Learning in working life in a Swedish context - a critical perspective.' - Ylva Kjellberg; 'Politics and practices of workplace research.' - Hermine Scheeres, Nicky Solomon; 'The politics of competence: a case study in policy.' - Peter Raggatt; 'Taking entry level training to the farm: an examination of an Agriculture and Horticulture Traineeship in South Australia.' - Reaburn

Reynolds; 'NTF and user choice: quality control and consumer protection.' - Damon Anderson; 'Toward inter-organizational democracy? Employee participation in the development of a network of small and medium sized enterprises.' - Marike Hoekstra; Max Lundberg, Joakim Tell; 'Learning through linking: opportunities for learning that can occur through linking industry and higher education.' - Pamela Eakins, Ron Toomey; 'Resistance to the discourse of teamwork: implications for education and training in a local council.' - Stephen Black; 'Higher education as a provider of continuing professional education - a critique.' - Julia Stewart; 'Research into the delivery of the small business traineeship in Western Australia.' - Jane Vallance. For individual papers see TD/TNC 52.67-84.

Keywords: Research; Learning; Work; Conference report; Conference paper

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

104

TD/TNC 52.13
Athanasou, James A.

Applications of some German views on the nature of interests to vocational education in Australia.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 1.
Brisbane: Griffith University, 1997.
p. 1-12

The purpose of this paper is to introduce some views from the Munich school of interests to vocational education contexts. Recent theorising on interests sees them as a relation between a person and an object and distinguishes this relationship from situational or transient. This view focuses on the nature of the process of being interested and defines intrinsic interest in terms of cognitive, value and emotional components. An attempt is made to complement this view with the results from Australian studies on the determinants of classroom interests in order to produce a holistic concept of this psychological domain.

Keywords: Vocational education; Cognitive process
ISBN: 0868577898

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

105

TD/TNC 52.14
Bagnall, Richard G.

Aesthetic knowledge and learning in the workplace.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 1.
Brisbane: Griffith University, 1997.
p. 13-26

The research reported here is part of a continuing project to re-examine and re-evaluate the nature and import of aesthetic knowledge in contemporary workplaces. The work is essentially theoretical in nature, in the style of analytical philosophy, and draws for its data on the extensive documentary sources available in the fields of aesthetics, of workplace knowledge and learning, and of contemprorary cultural theory. This paper offers four different interpretations of aesthetic knowledge. The implications of each of these interpretations are outlined and some conclusions reached.

Keywords: Workplace education; Learning; Research
ISBN: 0868577898

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

106

TD/TNC 52.15
Billett, Stephen.

Experts' ways of knowing.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 1.
Brisbane: Griffith University, 1997.
p. 27-38

This paper reports a pilot study which aims to understand further how experts think, act and learn. The study, focusing on three vocational experts (a painter, a midwife and a mechanic), comprises an investigation of the characterisation of experts, their ways of knowing and the knowledge deployed when engaged in work. The study suggests that current accounts of expertise are narrowly defined and that situational factors and dispositional attributes need to be included, further suggesting that goals for and curriculum practice within vocational education need to account for situational factors and the range of experiences of individuals in developing expertise.

Keywords: Vocational education; Vocational training; Pilot study; Expert; Painter; Mechanic; Curriculum
ISBN: 086857898

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

107

TD/TNC 52.16
Edwards, Richard.

Reflexive modernisation and lifelong learning: the governing of the flexible worker.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 1.
Brisbane: Griffith University, 1997.
p. 39-52

This paper briefly explores some of the evidence for the emergence of different workplace identities in response to and as part of the emergence of reflexive modernisation, and the role of education and training in supporting and governing these changes. In essence the paper attempts to sketch an argument for a relationship between reflexive modernisation and flexible lifelong learners through the pedagogies of reflection, and develops an area of debate for future research and exploration.

Keywords: Workplace education; Lifelong learning; Communication; Information technology; Modernisation; Cultural change; Flexibility
ISBN: 0868577898

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

108

TD/TNC 52.17
Garrick, John.
Learning at work: identity and self regulation.
IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 1.
Brisbane: Griffith University, 1997.
p. 53-66

This paper will use Foucault's 1997 idea of the 'panopticon' as a central metaphor for examining corporate rhetoric about worker empowerment, self-directed learning and identity. Foucault's theory will be applied to practices of workplace learning using the narratives of Human Resources Development (HRD) practitioners in an organisation to demonstrate that experience of such surveillance is indeed a lived reality, and it will be argued that the language of empowerment and self-direction is part of corporate story-telling where staff development and training activities can be read as technologies necessary for the achievement of this corporate outcome.

Keywords: Learning; Work; Workplace education; Training; Staff development
ISBN: 0868577898

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

109

TD/TNC 52.18
Stevenson, John.
Vocational education for whom: the criterion of worthwhileness in contemporary vocational curriculum development.
IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 1.
Brisbane: Griffith University, 1997.
p. 67-78

This paper examines the personal, social and industrial relevance of vocational curriculum development whose primary focus is on those needs of industry that are reflected in statements of industry standards. The paper argues that it is too simplistic to assume that the needs of learners undertaking vocational courses (or even the needs of industry) are met in some vicarious way by providing that kind of vocational education which delivers stated industry standards. The paper suggests that a different view of the learner, the needs of society and the role and needs of industry are essential in achieving relevance for vocational education.

Keywords: Vocational education; Curriculum development; Industry; Needs assessment; Learner; Society
ISBN: 0868577898

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

110

TD/TNC 52.19
Kanes, Clive.
Investigation of artifact mediation and task organisation involving numerical workplace knowledge.
IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 1.
Brisbane: Griffith University, 1997.
p. 79-91

What does it mean to say that knowledge works? What does it mean to use mathematical knowledge? How is mathematical knowledge used? The aim of this paper is to explore some of the issues involved in these questions beginning with a discussion about how mathematical use is conceptualised from each of the alternative essentialist and non-essentialist perspectives. In the discussion and analysis contained in this paper it is assumed that what constitutes numerical knowledge is not pre-given, but determined in the context in which numerical knowledge is actually made use of. An example from an actual workplace is given and analysed.

Keywords: Numeracy; Mathematics; Workplace education
ISBN: 0868577898

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

111

TD/TNC 52.20
Garrick, John.
Degree of workplace learning: critical issues for higher education.
IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 1
Brisbane: Griffith University, 1997.
p. 93-101

There are now university degrees that are workplace-based. What exactly are these degrees? How are they formed and conducted? What assessment processes are involved? These are some of the questions examined in this paper which is organised to consider briefly: prevailing definitions of work-based learning; key factors influencing the development of workplace-based learning degrees and the tensions emerging from these influences; and some practical suggestions for future staff development in relation to the implementation of workplace-based learning degrees.

Keywords: Higher education; Workplace education; University; Assessment
ISBN: 0868577898

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

112

TD/TNC 52.21
Hansson, Agneta; Lundkvist, Gunilla; Milsta, Margaretha; Tebeliu, Ulla.

Networking and training - a regional strategy for mobilizing, encouraging and educating women to start businesses.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 1.
Brisbane: Griffith University, 1997.
p. 103 - 111

In this paper the different development processes aimed at supporting women to create and run their own businesses are described. The discussion focuses on a macro level, examining a broad European infrastructural project, and on a micro level with an example of a training course for women aiming at business creation. The paper gives the background of the projects and how they are related to the activities at the Centre for Worklife Research and Development (CAU) at Halmstad University.

Keywords: Women; Business organisation; Network; Training; Development project; Sweden
ISBN: 0868577898

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

113

TD/TNC 52.22
Volkoff, Veronica; Perry, Jane.

Micro project, macro goal: challenges of supporting transformation in South African distance education.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 1.
Brisbane: Griffith University, 1997.
p. 113-123

This paper describes an AusAid funded project, the Australia-South Africa Distance Education Project - Post-Graduate Diploma Program, carried out by RMIT Dept of Industry, Professional and Adult Education in collaboration with Open Training Services, Victoria. The primary task of the project was to conduct, mainly by distance education, a customised version of the RMIT Graduate Diploma in Industrial Education and Training for twelve South African distance educators, six from the Technical College of South Africa (TechniSA) and six from Technikon South Africa (TSA), two of the four main providers of distance education in South Africa.

Keywords: South Africa; Education; Distance study; Vocational education; Vocational training; University graduate; Professional continuing education
ISBN: 0868577898

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

114

TD/TNC 52.23
Searle, Jean.

Workplace competencies: communicating ideas and information.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 1.
Brisbane: Griffith University, 1997.
p. 125-137

The purpose of this paper is to report on research which was conducted to identify the workplace communication skills used by Service Officers in service encounters or transactions at airline Customer Inquiry Counters in a range of sites. This study forms part of a large research project in which a number of researchers observed and analysed, from a range of perspectives, the interactions among Service Operators and their customers at Qantas domestic and international terminals and at the Customer Inquiry Counter at a regional airline. The focus of the research team was on the changing nature of workplaces and of workplace learning, and the implications for training.

Keywords: Workplace; Competence; Communication skill; Information; Service sector; Training; Customer relations
ISBN: 0868577898

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

115

TD/TNC 52.24
Taylor, Rosemary.

Everyday learning in the workplace: back to the future.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 1.
Brisbane: Griffith University, 1997.
p. 139-151

The purpose of this research project conducted by a four-member team in the Faculty of Education at the University of British Columbia was to investigate the way innovation occurred in small and medium high-tech enterprises in four industrial sectors important to the British Columbia economy. The path of learning and the acquisition of knowledge was traced, leading the researchers to reconsider the definition of 'training' as it applies to small and medium high-tech enterprises, and indicating a course for further research.

Keywords: Workplace education; Learning; University of British Columbia; Canada; Industry; Innovation; Research project
ISBN: 0868577898

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

116

TD/TNC 52.25
Velde, Christine; Cooper, Tom; Harrington, Sandra; Mailler, Emma.
Vocational educators' perspectives of workplace learning: a case study on senior schooling.
IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 1.
Brisbane: Griffith University, 1997.
p. 153-170

This paper reports on the results of the first stage of a programme designed to enable students to complete a traineeship or apprenticeship, and their senior certificate in accordance with a variety of combined school and work programmes, including the New Apprenticeship Scheme. In this paper an aspect of a case study (an examination of vocational educators' perspectives of workplace learning) is presented as part of a project to evaluate a variety of learning models currently being implemented within vocational education at St Joseph's Nudgee College.

Keywords: Vocational education; Vocational training; Workplace education; Adult learning; Case study; Apprenticeship; Traineeship; New Apprenticeships
ISBN: 0868577898

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

117

TD/TNC 52.26
Cameron, Helen.
Education Cinderella: educating social workers for the postmodern society.
IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 1.
Brisbane: Griffith University, 1997.
p. 171-180

A definition of some common themes, notably that 'social work is seen as providing a service, it is located primarily within the context of the welfare state, it is seen as a profession, it is a generalist occupation, it is a secular occupation, and it involves the integration of knowledge, skills and values.' taken from 'Rethinking social work' (1997) by J. Ife is used in this paper as the basis for the further examination of social work's positioning in current Australian society.

Keywords: Social work; Social worker; Occupation; Society; Culture; Cultural change
ISBN: 0868577898

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

118

TD/TNC 52.27
Meggitt, Peter.
Experiential learning - cognitive and behavioural outcomes.
IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 1.
Brisbane: Griffith University, 1997.
p. 181-192

This paper describes an evaluation of the cognitive and behavioural outcomes of two subjects (Values and Ethics in Adult and Vocational Education and Action, and Experiential Learning) taught in the Bachelor of Adult and Vocational Teaching using experiential methods, primarily simulation and role-play. There is a discussion of the evaluation methodology employed and the results are analysed in terms of implications for experiential approaches in adult learning and strategies for improving the delivery of the desired attitudinal and behavioural outcomes.

Keywords: Experiential learning; Cognitive process; Vocational education; Vocational training; Adult learning; Simulation; Role playing; Ethics
ISBN: 0868577898

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

119

TD/TNC 52.28
Underwood, Fiona; Willis, Peter.
Pedagogy and violence: gaps between research and knowledge.
IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 1.
Brisbane: Griffith University, 1997.
p. 193-202

This paper is about the pedagogic dimension of violence in residential services and the methodologies used to account for violence in these settings, that is in the Supported Accommodation Assistance Program (SAAP). From a pedagogic perspective the paper seeks to gain an understanding of what residential workers learn from the experience of workplace violence.

Keywords: Workplace; Residential care; Violence; Pedagogics
ISBN: 0868577898

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

120

TD/TNC 52.29
Zevenbergen, Robyn.
Situated numeracy: mathematical saturation.
IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 1.
Brisbane: Griffith University, 1997.
p. 203-213

Within the field of mathematics education challenges have been proposed to the orthodoxy guiding significant practices and discourses. These challenges have come from the discourses which support notions of numeracy being situational and hence highly determined by and determining the context within which the mathematics is used. This paper develops the notion of 'mathematical saturation' which permits the breaking of the dichotomy of school-mathematics and non-school-mathematics, and in its place proposes a continuum in which the degree of 'pure' mathematics is considered to be a critical element.

Keywords: Mathematics; Numeracy; Out-of-school education; Teaching ; Learning; Key competency
ISBN: 0868577898

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

121

TD/TNC 52.30
Taylor, Margaret.
Engaging in critical and reflective practice: reflections on a program to support TAFE teachers through personal and organisational change.
IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 1.
Brisbane: Griffith University, 1997.
p. 215-223

In this paper the outline is given of a professional development program developed to support teachers through changes to their work role and work practices which are taking place within an increasingly market and business oriented education and training environment. The range of responses to this program is discussed and it is believed that the basis is provided for a workshop on questions about processes for reprofessionalisation of teachers and issues of gender in this process.

Keywords: TAFE teacher; Vocational education; Vocational training; Professional continuing education; Organisational change; Work environment
ISBN: 0868577898

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

122

TD/TNC 52.31
Dymock, Darryl.
Workplace mentoring: a preliminary study.
IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 2.
Brisbane: Griffith University, 1997.
p. 1-12

This paper reports on a 1997 research project undertaken in collaboration with a major Australian company which uses mentoring as part of a leadership training program for potential supervisors within the organisation. Six pairs of mentors and mentees were asked individually about their perceptions of the mentoring process and of the value of their involvement both professionally and personally. Those responsible for the supervision and conduct of the program were also interviewed. The first round of interviews from early in the mentoring process are reported here, and mentoring as an approach to workplace learning in a business environment, and possible lessons for developing effective mentor-mentee relationships are discussed.

Keywords: Workplace; Mentor; Organisational change; Technology; Management
ISBN: 0868577901

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

123

TD/TNC 52.32
Anderson, Damon.
Clients in the training market: facts and fiction.
IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 2.
Brisbane: Griffith University, 1997.
p. 13-29

The main purpose of this paper is to contribute to debate about whether individual students or industry/enterprises should be viewed as the major client in the training market. In doing so, official definitions which give precedence to industry and individual enterprises over students will be subject to critical analysis from a variety of perspectives. By way of conclusion, some of the major consequences of current policy settings for students are identified, and ways to enhance the potential effectiveness of demand-side reform will be outlined. The paper is based on work in progress and rather than reaching definitive conclusions, it aims to raise some key policy questions for further consideration.

Keywords: Training market; Client satisfaction; Training needs; Vocational education; Vocational training; Private training provider; Accountability
ISBN: 0868577901

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

124

TD/TNC 52.33
Nicoll, Katherine.

Flexible subject: 'disciplining' learners for work within the postmodern.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 2.
Brisbane: Griffith University, 1997.
p. 31-43

This paper seeks poststructural understandings of effects of policy. In order to do so it will examine the contemporary emergence of flexible learning and draw particularly on the work of Foucault (1979 and 1980) and Ball (1990 and 1994). The focus for analysis within the paper is the emergence of 'flexible delivery' or 'flexible learning' within Australian universities at a time of increasing emphasis on systems and strategies of governance.

Keywords: Government policy; Education; Educational policy; Society; Flexible delivery
ISBN: 0868577901

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

125

TD/TNC 52.34
Seagraves, Liz; Osborn, Mike.

Participants in a work-based learning programme: small and medium enterprises and their employees.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 2.
Brisbane: Griffith University, 1997.
p. 45-55

The Learning in Smaller Companies (LISC) project was funded by the United Kingdom Dept for Education and Employment (DfEE). The University of Stirling and two local Colleges of Further Education created several work-based learning schemes for employees in small- and medium-sized enterprises (SMEs). This paper outlines information on SMEs in the United Kingdom, and their participation in training and education. It then considers three issues: the operational context within which the project was working; the definition of work-based learning and the programs which developed in partnership with the SMEs; and a focus on the characteristics of the companies which participated in the LISC program.

Keywords: Enterprise; Workplace education; Learning; Academic education; Industry
ISBN: 0868577901

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

126

TD/TNC 52.35
Shaw, Jim.

Workplace communication services: a model for workplace learning.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 2.
Brisbane: Griffith University, 1997.
p. 57-67

The intent of this paper is to use the Workplace Communication Services unit of the NSW Adult Migrant English Service (NSW AMES) as a case study of good practice in workplace learning and also as an opportunity to explore some of the dilemmas currently facing training providers within Australia from both the public and private sectors.

Keywords: Workplace; Learning; Communication; Adult; Migrant education
ISBN: 0868577901

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

127

TD/TNC 52.36
Smith, Erica.

Does competency-based training mean the end of teaching as we know it?

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 2.
Brisbane: Griffith University, 1997.
p. 69-82

Funding was made available through ANTA's Research Advisory Committee for a study into the effects of competency based training (CBT) and the associated practice of recognition of prior learning (RPL) on teaching and learning and on teachers' roles. This paper describes some of the findings of the research project, carried out by Charles Sturt University's Group for Research in Employment and Training (GREAT) in 1996. It concentrates on the effects of CBT on teachers and teaching and does not focus on the role of students and trainees.

Keywords: Competency based training; CBT; Teaching; Learning; Teacher; Vocational education; Vocational training; ANTA funded project; Recognition of prior learning; RPL
ISBN: 0868577901

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

128

TD/TNC 52.37
Misko, Josie.

Students in workplaces: what are the benefits?

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 2.
Brisbane: Griffith University, 1997.
p. 85-99

This paper describes and discusses major findings from a study examining the value of workplace learning programs for secondary school students, and focuses on the benefits derived from this experience as identified by students, teachers, vocational placement coordinators and workplace supervisors.

Keywords: Workplace education; Learning; Student; Secondary school; Teacher; Supervisor
ISBN: 0868577901

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

129

TD/TNC 52.38
Tovey, Michael.

Training mentors for maximum transfer.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 2.
Brisbane: Griffith University, 1997.
p. 101-118

There is currently a widening interest in and use of mentoring as a form of guided and situated learning, with much controversy over the mechanism as an effective learning process, and little understanding of how mentoring contributes to skilled vocational practice, transfer, or career development. This paper attempts to understand the mentoring process by exploring insights from cognitive and socio-cultural psychology to arrive at an understanding of how mentoring may contribute to the development of skilled vocational expertise, positing a tentative framework for the design of training for mentors.

Keywords: Mentor; Learning process; Vocational education; Vocational training; Vocational guidance; Skill; Career development
ISBN: 0868577901

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

130

TD/TNC 52.39
Vallence, Kevin E.

Training one-to-one: out of sight, out of mind.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 2.
Brisbane: Griffith University, 1997.
p. 119-127

The premises of this paper are that: the majority of the Australian postcompulsory training effort occurs on-the-job in small businesses and not in formal education and training institutions; the predominant nature of this training is one to one; and the majority of this training effort is conducted by people who do not have training as their job role and who, perhaps as a result, may have little or no understanding of training or instructional practice. The paper attempts to define and examine the extent and characteristics of one to one training, and signals a problem at the implementation level of the new Training Packages within the National Training Framework.

Keywords: Postcompulsory education; Training; Trainer; National Training Framework; NTF; Competency based training; CBT; Training package; On-the-job training
ISBN: 0868577901

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

131

TD/TNC 52.40
Volkoff, Veronica; Golding, Barry.

Is access working? An exploration of outcomes for unemployed vet participants.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 2.
Brisbane: Griffith University, 1997.
p. 131-142

In this paper the different ways in which employed and unemployed vocational education and training (VET) participants engage in and achieve outcomes from VET in Australia are explored and compared. Interview data from in-progress, national, longitudinal research into experiences of VET participants over the course of their education and training, as well as aggregated and survey data relevant to VET participation by people not employed before or after their course form the basis of the paper.

Keywords: Access to education; Vocational education; Vocational training; Employee; Unemployed; Research; Interview; Survey; Participation; Outcome of education
ISBN: 0868577901

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

132

TD/TNC 52.41
Smith, Andrew.

Making false assumptions: examining some popular preconceptions about enterprise training.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 2.
Brisbane: Griffith University, 1997. p. 143-153

In this paper the author contends that much of the research into vocational education and training (VET) has focused on the supply side of the training market driven by a perceived need to reform the public provision of training. In an attempt to illuminate the operation of training within enterprises the Office of Training and Further Education (OTFE) in Victoria, and the Australian National Training Authority (ANTA) commissioned the Industry Training Studies project, which was undertaken by researchers from the Group for Research in Employment and Training (GREAT) at Charles Sturt University and the Research Centre in Vocational Education and Training (RCVET) at the University of Technology, Sydney. The project involved both quantitative and qualitative approaches, and included forty-two case studies of private sector enterprises from five industry sectors as well as a national survey of 1760 enterprises. This paper focuses on the results of the case study component to examine a number of assumptions that are often made about enterprise training and which have had a significant influence on the policy and literature in this area. The author has also published a paper addressing these issues in 'Australian vocational education review' 4(2), October 1997, p. 42-50.

Keywords: Vocational education; Vocational training; Research; Training market; Supply and demand; Training process; Private enterprise; Case study; Survey; OTFE; ANTA
ISBN: 0868577901

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

133

TD/TNC 52.42
Phillips, Tom.

Towards a fuller conception of the tasks of HE teaching.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 2.
Brisbane: Griffith University, 1997. p. 155-169

This paper focuses on one practitioner's reflections on higher education (HE) from the perspective of the full course experience.

Keywords: Higher education; Teaching; Learning; Educational research
ISBN: 0868577901

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

134

TD/TNC 52.43
Tippetts, David H.

Andragogy in senior high school: a reflective pause.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 2.
Brisbane: Griffith University, 1997. p. 171-182

This paper takes issue with the notion that adolescent and adult educations are mutually exclusive. From the literature search thus far conducted consideration is given as to whether late adolescents have the potential to benefit from adult education methodology, namely a mature self-concept and the appropriate cognitive ability.

Keywords: Adult education; Secondary education; Methodology
ISBN: 0868577901

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

135

TD/TNC 52.44
Dunn, Lee; Carson, Lyn.

Engendering workplace skills through innovative assessment practices in higher education - graduate diploma of vocational education and training (VET).

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 2.
Brisbane: Griffith University, 1997. p. 183-193

This paper reports on a project (a work in progress) the aim of which is to achieve congruence in skill development across a discipline by aligning course and unit objectives to professional needs through innovative assessment practices. A case study exploring the discipline skills which have been identified as important for qualified VET practitioners is discussed, and recommendations for innovative and relevant assessment practices to engender the identified professional skills are offered.

Keywords: Skill development; Training objective; Course; Evaluation; Student; Model; Innovation; Assessment
ISBN: 0868577901

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

136

TD/TNC 52.45
Anderson, Geoff; Johnston, Robyn.

Human resource development: developing the developers in a changing field.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 3.
Brisbane: Griffith University, 1997. p. 1-12

This paper examines different concepts of human resource development (HRD) as they have emerged over the years and compares these with the views and experiences of practitioners actually working in the field today. It reports the views of HRD students currently undertaking professional courses at the University of Technology, Sydney and suggests ways courses may need to change to meet the career needs of students seeking to specialise in this field in the future.

Keywords: Vocational education; Vocational training; Workplace education; Trainer; Industry; Human resource development; HRD; Curriculum
ISBN: 086857791X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

137

TD/TNC 52.46
Beven, Fred.

Hypermedia - what potential for learning?

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 3.
Brisbane: Griffith University, 1997.
p. 13-24

This paper discusses hypermedia from three perspectives: as a technology; as a potential for interaction with learners; and its potential educational purposes. It is argued that, unlike many previous computer-based training technologies, hypermedia is not constrained by the linear nature of programming software, and has the potential to develop a greater range of, and different kinds of knowledge.

Keywords: Information technology; Learning; World Wide Web; WWW; Computer assisted instruction; Computer managed learning
ISBN: 086857791X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

138

TD/TNC 52.47
Gerber, Rod; Lankshear, Colin; Bishop, Chris.

First-year AVTS students' experience of learning in different contexts.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 3.
Brisbane: Griffith University, 1997.
p. 25-36

First year students who were also employed were learning in three different contexts: TAFE college, local Senior College, and the Skills Centre of the employing organisation. They kept diaries of their experiences and engaged in individual reflective interviews twice during the year. The resulting data were analysed using qualitative procedures including phenomenography to reveal the variations in their experiences of learning in these three contexts.

Keywords: Research study; Australian Vocational Training System; AVTS; Workplace; Learning; Workplace education; TAFE; Formal training
ISBN: 086857791X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

139

TD/TNC 52.48
Barratt-Pugh, Llandis.

Why my dad can no longer support Manchester United: exploring a more congruent theory for training design.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 3.
Brisbane: Griffith University, 1997.
p. 37-49

This paper explores the lack of congruence that exists between systematic approaches to training design and the increasingly fragmented and diverse organisational world for which learners are being prepared. Starting from within the current wealth of theoretical debate in the postmodern organisational condititon, the paper builds from recent research to justify more congruent approaches to training design.

Keywords: Training; Learning; Learning process; Access to education
ISBN: 086857791X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

140

TD/TNC 52.49
Barrett, Mary.

Women training for transitions: enhancing VET for women's business involvement.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 3.
Brisbane: Griffith University, 1997.
p. 51-60

This paper represents the results of a qualitative (principally interview-based) study of the views of over 70 business owners on the effectiveness of their original vocational education and training (VET) for various stages of business ownership. Advantages and problems are defined and discussed and a set of recommendations relating to public policy and research is given.

Keywords: Women; Business organisation; Vocational education; Vocational training; Research study; Interview
ISBN: 086857791X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy

141

TD/TNC 52.50

Chuang, Chih-feng.

Small groups versus ICSI in particular technical concept learning for selected college students.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 3.

Brisbane: Griffith University, 1997.

p. 61-72

This quasi-experimental study was an attempt to identify the difference in learning outcomes between traditional small groups and individualised computer-simulated instruction (ICSI). Of 24 students, all received pre-test and post-test scores, 12 were given traditional lecture/test instruction and worked in small groups and 12 worked individually using ICSI. The results showed the strengths and weaknesses of both methods, however for students whose pre-test scores were higher or lower than certain boundaries neither ICSI nor the traditional method made a significant difference.

Keywords: Learning; Individualised Computer-Simulated Instruction; ICSI; Taiwan

ISBN: 086857791X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

142

TD/TNC 52.51

Dillow, Jan.

Changing role of teachers working in industrial settings.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 3.

Brisbane: Griffith University, 1997.

p. 73-85

Arising from the notion that industry has benefited from firms having a language and literacy teacher on site, particularly when undergoing a period of change, this paper reviews the role and daily activities of a hypothetical Enterprise Based Teacher (EBT) and identifies dilemmas inherent in the situation.

Keywords: Teacher; Industry; Language teaching; Literacy; Migrant education; Adult education; Enterprise Based Teacher; EBT

ISBN: 086857791X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

143

TD/TNC 52.52

Angus, Lawrence.

Business of TAFE is business: entrepreneurialism, training markets and education management.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 3.

Brisbane: Griffith University, 1997.

p. 87-98

In this paper the author draws on an investigation he is involved in with colleagues Terri Seddon, Peter Rushbrook and Lynton Brown into the reshaping of education in Australia which is subject to rapid and far-reaching change. The paper focuses on the entrepreneurial and marketising trajectory of TAFE management, and the responses of teachers to this trajectory, illustrated by examples of current practice at Streeton Institute of TAFE.

Keywords: Training market; Entrepreneur; Education; TAFE; Management; Competition

ISBN: 086857791X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

144

TD/TNC 52.53

Rushbrook, Peter.

Sitting on a log talking to the younger members of the tribe: problematising CBT and teaching practice in TAFE.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 3.

Brisbane: Griffith University, 1997.

p. 99-109

This paper reviews the literature on competency based training (CBT) gleaning from it attitudes both for and against CBT. It further acknowledges the lost voices of TAFE teachers and gives some sense of the complexity of their critical and affirming responses to CBT. The paper concludes with a discussion of the implications of the opposing views for future vocational and training (VET) delivery.

Keywords: Competency based training; Teaching; Curriculum

ISBN: 086857791X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

145

TD/TNC 52.54

Seddon, Terri; Angus, Lawrence; Brown, Lynton.

Possible futures for public education: lessons from Victorian VET reform.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 3.

Brisbane: Griffith University, 1997.

p. 111-126

Since 1994 the authors have been conducting a major ethnographic study of educational restructuring in schools and TAFE in Victoria. This paper reports some of the findings of the major study which show how institutions and individuals in VET are responding to the new marketised environment for public education. It is suggested that, regardless of how it is managed, public education is fundamentally about contextualised capacity-building. The core argument is that the challenge for public education is not just to defend tradition but to rework traditional commitments so that they are sustainable in new contexts and can have purchase and effect in the ongoing present.

Keywords: Public education; Public school; Vocational education; Vocational training; Victoria; Government policy; Market; Competition
ISBN: 086857791X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

146

TD/TNC 52.55
Cornford, Ian R.

Reflective practices and vocational teacher education: where to from here?

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 3.
Brisbane: Griffith University, 1997. p. 127-137

Reflection has been very fashionable in teacher education for a number of years, yet to date there is little solid evidence which supports the view that it results in superior teaching practices with teacher trainees. This paper examines relevant empirical studies and some of the most recent writings, and includes recent case study material on a new Bachelor of Education degree designed around the concept of reflective practices. Future developments in teacher education practices involving aspects of reflection are considered, as is the need for rigorous empirical studies before the wider implementation of new teacher education strategies.

Keywords: Teacher; Education; Teacher training; Case study; Vocational teacher
ISBN: 086857791X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

147

TD/TNC 52.56
Misko, Josie.

School students in workplaces; what are the benefits?

Adelaide: NCVER, 1998.
134 p. (+ appendices)

Providing students with practical experience in the workplace has increasingly become a major responsibility for secondary schools. This publication reports on a project the principal aims of which were to explore the assumptions which underlie the thinking about work experience and vocational placements as described in the literature and to document the extent to which these assumptions are warranted by the available evidence. Secondary aims were to examine the benefits derived by students and employers from work experience/vocational placement programs and to draw out some major implications for policy.

Keywords: Workplace education; Learning; Student; Secondary school; Teacher; Supervisor
ISBN: 0873974557

AVAILABLE FROM: Distribution Officer, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8416; Fax: (08) 8331 9211. Price on application.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

148

TD/TNC 52.57
Dennison, John D.

Concept of system in higher education: a means to promote efficient and effective learning.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 3.
Brisbane: Griffith University, 1997. p. 139-148

In this paper the concept of a system of higher education is analysed as a means to promote more effective and efficient learning. The paper argues for a greater system orientation within the galaxy of post-secondary institutions (universities, colleges and technical institutions) currently existing in Canada. It is influenced by the protocols and practices of public post-secondary education in Canada.

Keywords: Higher education; Learning; Canada; University; College; Technical school; Traditional culture; Government policy
ISBN: 086857791X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

149

TD/TNC 52.58
Saunders, John.

Indicators of competency: profiling employees and the workplace.

Adelaide: NCVER, 1998. 200 p.

This report is based on a project the aims of which were: to investigate the need for systems which identify workplace competency profiles; to investigate how those involved in the training market should deal with the relationship between training and indicators of workplace competence; to investigate what influences employees, trainees and students to seek various training options, qualifications and experience; and to determine the extent of the relationship between indicators of workplace competence and trainees' influences and whether there are any signs of change in this relationshi p. Budget constraints limited the investigation to one industry, the electrical industry. The report aims to provide insight into these matters, and provide concepts of workplace competency profiles (and related employee competency profiles) which can be applied in a wide range of industry situations and there seems little reason why the majority of project outcomes could not be generalised to industries other than electrical.

Keywords: Competency; Workplace; Employee; Profile; On-the-job training; Off-the-job training; Work experience; Training market; Trainee; Student; Qualifications
ISBN: 0873974565

AVAILABLE FROM: Distribution Officer, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8416; Fax: (08) 8331 9211. Price on application.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

150

TD/TNC 52.59
National Centre for Vocational Education Research.(NCVER)

Australian personal enrichment education and training programs statistics 1996: an overview.

Adelaide: NCVER, 1998. 25 p.

Recreation, leisure and personal enrichment education and training is an important component of the total education and training undertaken in Australia, and complements the education and training that has a specific vocational intent. This publication covers personal enrichment programs delivered by registered community providers and TAFE institutes and the information presented is compiled from the national collection of education and training data which the National Centre for Vocational Education Research (NCVER) undertakes each year on behalf of the Australian National Training Authority (ANTA).

Keywords: Vocational education; Vocational training; Leisure; Entertainment; TAFE; NCVER; ANTA

AVAILABLE FROM: Distribution Officer, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8416; Fax: (08) 8331 9211. Price on application.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

151

TD/TNC 52.60
Gerber, Rod.

Concept of smartness in workforces.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 3.
Brisbane: Griffith University, 1997. p. 149-161

What epitomises smartness in workforces? This paper attempts to construct an answer by: elaborating some elements of smartness in workforces; considering whether the concept is an individualised or a collective one; and reflecting on the costs and benefits of promoting smartness in an organisation or company. By doing so it is proposed that there can be movement towards an experiential understanding of smartness in workforces.

Keywords: Workplace; Worker; Self esteem; Self help
ISBN: 086857791X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

152

TD/TNC 52.61
FitzSimons, Gail E.

Research perspectives on vocational mathematics.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 3.
Brisbane: Griffith University, 1997. p. 163-174

The author contends that mathematics curricula currently accredited in the vocational education and training (VET) sector are under-theorised, having developed along pragmatic lines with traditional offerings of content differing very little from school mathematics with vocational applications tacked on, and having been recast in a competency based training (CBT) format to satisfy policy makers. This paper outlines the strategies of the author to begin to address some of these issues in an industrial setting, raising some dilemmas and making recommendations based on current research.

Keywords: Mathematics; Research; Vocational education; Vocational training; VET; Competency based training; Key competency; Assessment
ISBN: 086857791X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

153

TD/TNC 52.62
Kay, David.

Flexible delivery: changing the face of the VET sector.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 3.
Brisbane: Griffith University, 1997. p. 175-185

In late 1996 Bernadette Delaney and Associates and David Kay Training and Development were contracted by Open Training Services to research the needs of TAFE staff involved in flexible delivery of training. The project brief was to identify skill and knowledge requirements for the flexible delivery of training and to prepare a curriculum framework for module development. This paper reports on that project.

Keywords: Flexible delivery; Vocational education; Vocational training; VET; Australian National Training Authority; ANTA; TAFE
ISBN: 086857791X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

154

TD/TNC 52.63

Harris, Roger; Willis, Peter; Simons, Michele.

On and off-job sites as learning environments: what does integrated training really mean?

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 3.

Brisbane: Griffith University, 1997.

p. 187-198

Learning from both on and off-job sites has for a long time been a well trodden pathway to develop individuals' ability to participate effectively in workplace practice while at the same time engaging in related learning processes. This paper, drawing on the experiences of housing apprentices, host employers and TAFE teachers, explores the meanings attached to integrated training and how these meanings are played out in the realities of the workplace. Policy and practice implications are also explored.

Keywords: On-the-job training, Off-the-job training; Integrated training; Workplace; Apprentice; Trainee

ISBN: 086857791X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

155

TD/TNC 52.64

Hudson, Larry R.; Halfhill, Sue; Palmer, Julie; Greer, Linda; Raquet, Charles; Paugh, Robert.

Use of the World Wide Web for completion of required courses in vocational teacher certification.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 3.

Brisbane: Griffith University, 1997.

p. 199-206

This paper describes the use of the World Wide Web for course delivery to adult full-time workers enrolled part-time in courses. Initial survey results from student feedback are included.

Keywords: World Wide Web; Internet; Vocational teacher; Certificate; Training

ISBN: 086857791X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

156

TD/TNC 52.65

Lawrence, Kate.

Regional 'empowerment' within the national vocational education and training system: an exploration.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 3.

Brisbane: Griffith University, 1997.

p. 201-219

Research by the author has found widespread persistence of the perception of the national vocational education and training (VET) system as a top-down, metropolitan driven system acting upon, rather than 'empowering', local communities. This paper is an exploration of an increasing focus on 'regional communities' within VET policy in Australia. Drawing upon critical theorising about 'community' within rural sociology and feminist critiques of communitarianism, the paper investigates the concepts embedded in 'empowerment of regional communities', and the capacity of regional communities to engage with the national VET system.

Keywords: Vocational education; Vocational training; VET; Regional; Community; Management; Government policy; Leadership

ISBN: 086857791X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

157

TD/TNC 52.66

Murray, Wendy.

New Apprenticeship pathways research in progress.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 3.

Brisbane: Griffith University, 1997.

p. 221-231

This paper presents a brief account of research in progress, titled New Apprenticeship Pathways, giving the reasons for undertaking the research and one view of the drivers for the expansion of employment based training. The research will provide information to assist a better understanding of both employers' and employees' attitudes, perceptions and expectations of apprenticeships and traineeships. It will identify the correlation between what employers want and what apprentices expect from employment based training, and what is the appropriate mix in terms of values, features, incentives and outcomes to expand employment based training opportunities in Australia.

Keywords: New Apprenticeships; Research; Employer; Employee; Apprentice; Trainee; Traineeship

ISBN: 086857791X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

158

TD/TNC 52.67
Cornford, Ian R.

Deliberate socialization for group work: a need for close analysis.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 4.
Brisbane: Griffith University, 1997.
p. 1-12

Deliberate training for collaboration and social cohesion in groups still appears to be high on the education reform agenda. From a historical-sociological perspective this paper examines some of the underlying reasons for the push within government circles for vocational educators deliberately to socialise for cooperative learning and work. It provides examples of close social collaboration in Australian society which have been of recent concern from an ethical or legal point of view, and queries whether there is a need for increased emphasis upon processes which have the potential to accentuate the worst features of social cohesion. This paper also examines a range of problems faced by educators in validly assessing learning and performance with group activities. It is concluded that pressures to ensure training for cooperation in learning and work have been encouraged by government authorities without substantial understanding of the issues involved.

Keywords: Training; Cooperation; Group training; Sociology; Vocational education
ISBN: 0868577944

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

159

TD/TNC 52.68
Pithers, R.T.

Critical reasoning skills among vocational educators and trainers.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 4.
Brisbane: Griffith University, 1997.
p. 13-21

The author of this paper contends that critical thinking and problem solving are seen to be important skills or competencies that need to be taught at all levels of educational systems. One important component of this viewpoint is that the teachers themselves should be capable of critical thinking and that they should be able to teach this skill-based competency to their students. This paper reviews the literature on this topic, and discusses various evaluation instruments which have been used to assess critical thinking and reasoning including the Cornell Critical Thinking Test (CCTT), the Watson-Glaser Critical Thinking Appraisal (WGCTA) and the Critical Reasoning Test (CRT). A study using CRT to measure the thinking skills of a group of vocational teachers, trainers and further educators is briefly reported, and it is the author's conclusion, based on consideration of the CRT and the results of this study, that many teachers need help via teacher education courses or through staff development with the development and quite explicit use in teaching of critical thinking.

Keywords: Vocational education; Vocational training; Educator; Trainer; Skill; Problem solving; Competency; Government policy
ISBN: 0868577944

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

160

TD/TNC 52.69
Fusch, Gene E.

Latent factor an impetus for employer provided education.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 4.
Brisbane: Griffith University, 1997.
p. 22-32

This paper explores the phenomenon of an employer provided general education leading to a degree as opposed to specific job training schemes in the workplace. In particular this paper suggests that there is a latent factor from employer provided educational opportunities on the motivation and performance of industrial manufacturing 'blue collar' workers.

Keywords: General education; Employer; Private training provider; Team work; Workers participation; Learning
ISBN: 0868577944

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

161

TD/TNC 52.70
Dennis, Dell.

Cross discipline studies: the key to professionalising the development specialists in large organisational settings?

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 4.
Brisbane: Griffith University, 1997.
p. 33-40

The notions of ongoing or lifelong learning and the learning organisation are common themes in the literature relating to organisational development and vocational education. This paper describes the concept of the learning organisation and outlines the role of the development specialist. It goes on to examine the discipline areas aligned to this field of expertise, then explores specific subject areas in professional studies that would be relevant to the role of development specialist. Finally, some constraints in the higher education system which appear to impede the expansion and professionalism of this field of expertise are highlighted.

Keywords: Lifelong learning; Organisation development; Vocational education; Workplace education
ISBN: 0868577944

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

162

TD/TNC 52.71
Harrison, Lesley; Falk, Ian.

Just having a little chat: community learning and social capital.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 4.
Brisbane: Griffith University, 1997.
p. 41-58

In any regional community there may be more potential in terms of people's skills and expertise and in terms of resources and facilities than is generally realised. Social capital is a term used to describe the social organisation and productive synergy underpinning community spirit. Everyday learning activities occur but are not often graced with the term 'learning' as they are not part of an accredited learning policy environment. This paper describes a pilot project conducted in a regional community whose purpose is to identify indicators of 'community learning'.

Keywords: Community education; Regional; Skill; Community resources; Network
ISBN: 0868577944

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

163

TD/TNC 52.72
Matthews, Judy.

Learning and knowledge management in the workplace: sources of good thinking and good practice.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 4.
Brisbane: Griffith University, 1997.
p. 59-70

This paper investigates notions of learning and knowledge in the workplace using an open systems approach, hypothesises about the changes perceived to be necessary, and suggests implications for future learning and knowledge management practices.

Keywords: Learning; Skill; Workplace education; Competence; Staff
ISBN: 0868577944

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

164

TD/TNC 52.73
Athanasou, James A.

Does feedforward affect the accuracy of student judgements of classroom interest in vocational education? A lens model analysis.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 4.
Brisbane: Griffith University, 1997.
p. 71-82

The purpose of this study was to determine how information influenced subsequent decision making about the levels of classroom interest in vocational education. Ten technical and further education students made 120 judgements of the level of classroom interest from actual protocols of responses. Cues involved the quality of teaching, the importance of the subject, ability, difficulty of the subject, whether the course was liked, study time and homework time. Data were analysed and the results suggest that students over-compensated in their efforts to maximise judgement accuracy, and that they were not able to make full use of the entire range of cues.

Keywords: Vocational education; Information; Decision making; Student; Technical education; Further education; Classroom; Quality; Teaching; Data analysis
ISBN: 0868577944

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

165

TD/TNC 52.74
Brennan, Barrie.

Learning in a particular workplace: professional practice.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 4.
Brisbane: Griffith University, 1997.
p. 83-95

The learning of adults in their workplaces has received research attention recently in Australia, however not a great deal of this research has related to professional workers and their workplaces. In this paper the author looks at the notion of 'practice' in the professional workplace and suggests that a greater understanding of the practice of professionals - that is, where they work and what they do - will enhance the understanding of the wider issue of workplace learning.

Keywords: Workplace education; Adult learning; Occupation; Professional worker
ISBN: 0868577944

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

166

TD/TNC 52.75
Kjellberg, Ylva.

Learning in working life in a Swedish context: a critical perspective.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 4.
Brisbane: Griffith University, 1997.
p. 95-101

This paper reports some preliminary findings and results from an ongoing research project at the Dept of Education, University of Lund, Sweden. The title of the project is Human Resource Development as a Strategy of Change - Competence Development in Swedish Companies. The aim of the project is to illuminate and analyse the role of Human Resource Development (HRD) within a context of structural transition in workplaces. The paper discusses the change in qualitative cintent of HRD activities related to the role and function of HRD within structural transition in working life. The paper also looks at working life from a critical theoretical perspective, and a curricular perspective on workplaces is applied.

Keywords: Workplace education; Sweden; Research project; Human Resource Development; HRD; Competence; Quality of working life; Learning
ISBN: 0868577944

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

167

TD/TNC 52.76
Scheeres, Hermine; Solomon, Nicky.

Politics and practices of workplace research.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 4.
Brisbane: Griffith University, 1997.
p. 103-111

In this paper some of the issues emerging around the dominance of economic rationalist discourse on education policy, research and practice are discussed by examining 'commissioned workplace research'. The main focus of the paper is on the dilemmas and complexities of academics' compliance in doing commissioned workplace research, drawing on the authors' participation in a specific project. Questions are raised about the academic researcher's role, what counts as academic research, and what the implications are for research methodology.

Keywords: Workplace; Research; Educational policy; Educational research; Government; Industry; Education; Methodology
ISBN: 0868577944

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

168

TD/TNC 52.77
Raggatt, Peter.

Politics of competence: a case study in policy.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 4.
Brisbane: Griffith University, 1997.
p. 113-126

One of the most radical changes to vocational education and training (VET) in recent years has been the adoption of a competence-based approach to vocational qualifications.This paper describes a research project in the United Kingdom addressing this issue and is in three sections. The first section is concerned with the origins and emergence of the competence-based system of National Vocational Qualifications (NVQs), summarising the first part of the project and identifying the factors that attracted key policy makers to the idea of competence. The second section outlines the objectives of the second phase of the research which are to explore the reconstruction of the policy during implementation and to seek an explanation for the subsequent resilience of the model. The third section briefly outlines other aspects of the investigation and comments on the potential for comparative research.

Keywords: Competence; Vocational education; Vocational training; Educational policy; Economic recession; Competency based training; Qualifications; United Kingdom; National Vocational Qualification; NVQ
ISBN: 0868577944

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

169

TD/TNC 52.78
Reynolds, Reaburn.

Taking entry level training to the farm: an examination of an agriculture and horticulture traineeship in South Australia.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 4.
Brisbane: Griffith University, 1997.
p. 127-139

This paper examines the operation of a pilot project in rural training (the Agriculture and Horticulture traineeship pilot) conducted in South Australia in 1996-7 in which the author served as external evaluator. This project was conceived and designed to ensure that rural needs were not left out of the rapid changes taking place under the Australian Training Reform Agenda in the period 1993-6. In particular a need was identified to provide an opportunity for people not employed in the farming industry including those who were unemployed, to acquire some basic skills, knowledge of industry, and to develop appropriate attitudes.

Keywords: Entry level training; Farm; Agriculture; Horticulture; Traineeship; Rural training; Pilot project; Vocational education; Skill; Articulation; Transition from school to work; Competency standard
ISBN: 0868577944

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

170

TD/TNC 52.79
Anderson, Damon.

NTF and user choice: quality control and consumer protection.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 4.
Brisbane: Griffith University, 1997.
p. 141-157

In this paper the author offers an analysis of the changes in the vocational education and training (VET) sector in Australia, in particular the fact that VET is no longer viewed as a public service, but has been reconstructed as an economic good for commercial exchange in the marketplace. As 'suppliers', TAFE institutes, universities and private providers find themselves competing for public funds, industry clients and fee-paying students. The author suggests that new regulatory measures are required to ensure that educational quality is maintained, if not improved, and that consumers are able to hold their providers to account.

Keywords: Vocational education; Vocational training; TAFE; National Training Framework; NTF; Workplace education; Learning; University; Private training provider; Consumer
ISBN: 0868577944

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

171

TD/TNC 52.80
Hoekstra, Marike; Lundberg, Max; Tell, Joakim.

Toward inter-organisational democracy: employee participation in the development of a network of small and medium sized enterprises.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 4.
Brisbane: Griffith University, 1997.
p. 159-169

In this paper the authors present and discuss a new and important development in a network of Small and Medium-sized Enterprises (SMEs), that is the creation of a network of employees that will function in parallel and in interaction with the network of their managers. The meaning of trust and power will be highlighted as will the significance of both explicit and tacit knowledge. Finally, attention is drawn to this network structure as a form of inter-organisational democracy.

Keywords: Small scale industry; Enterprise; Employee; Manager; Participation; Network; Knowledge
ISBN: 0868577944

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

172

TD/TNC 52.81
Eakins, Pamela; Toomey, Ron.

Learning through linking: opportunities for learning that can occur through linking industry and higher education.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 4.
Brisbane: Griffith University, 1997.
p. 171-181

This paper, though essentially speculative, draws on two studies of industry-higher education partnership. The studies were separate attempts to investigate the partnership arrangements between the participating industries and higher education institutions. One was concerned with studying the curriculum as it operated for a cooperative education program conducted along partnership lines. The other was an attempt to describe best practice on linking industry and higher education. The paper outlines a style of work-based learning identified in the two studies which helped to bind the industry-education partners together.

Keywords: Industry; Higher education; Learning; Government policy; Curriculum; Best practice; Workplace education; Student
ISBN: 0868577944

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

173

TD/TNC 52.82
Black, Stephen.

Resistance to the discourse of teamwork: implications for education and training in a local council.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 4.

Brisbane: Griffith University, 1997.
p. 183-193

This paper draws on the findings of a research study which examined the introduction of new workplace practices, in particular team work, in a local council in New South Wales. The focus of the study is primarily in the perspectives of the workers rather than management. The study examines the situation in the maintenance and construction section of one local council where management resolved to introduce new workplace practices ostensibly to protect the jobs of the workers. The notion of 'competitive teams' was introduced. The study suggests that the most effective workplace learning is done informally, or at least situated within the work context so that the challenge is for management to tap into the informal networks of the workers to facilitate workplace learning, and that the first step is to recognise the value and strength of the existing workplace cultures and build on them.

Keywords: Local government; Workplace education; Learning; Team work; Research study
ISBN: 0868577944

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

174

TD/TNC 52.83
Stewart, Julia.

Higher education as a provider of continuing professional education - a critique.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 4.
Brisbane: Griffith University, 1997.
p. 195-199

This paper, the product of the author's reflections on eight years of working in an industry university partnership, examines some of the cultural values and hegemonic processes associated with vocational education being offered in higher education which emerged as the activities of this industry university partnership unfolded.

Keywords: Higher education; Vocational education; Industry; University; Teaching; Skill
ISBN: 0868577944

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

175

TD/TNC 52.84
Vallance, Jane.

Research into the delivery of the small business traineeship in Western Australia.

IN:Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, volume 4.
Brisbane: Griffith University, 1997.
p. 201-211

This paper offers an investigation of the Small Business Traineeship (SBT), one of the new flexible traineeships available to employers. A telephone survey of approximately 170 SBT employers relating to 255 trainees has sought to provide accurate data on the industrial sectors using SBT, the geographical spread across WA, age distribution of trainees, educational level of trainees on commencement, marketing of SBT to employers, employers motivation for using SBT, whether the traineeship is expanding the number of employers willing to provide entry level training opportunities, substitution of SBT for an industry specific traineeship, conversion rates of existing employees into traineeship, trainee attrition rates, post traineeship employment outcomes, and trainee recruitment methods.

Keywords: Western Australia; Traineeship; entry level training; Youth; Small Business Traineeship; SBT
ISBN: 0868577944

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

176

TD/TNC 52.85
National Centre for Vocational Education Research. Statistical Services Division. (NCVER)

Australian training statistics: 1996/97 annual statistics, 1 July 1996 to 30 June 1997: volume 3.

Adelaide: NCVER, 1997. 111 p.

This annual publication brings together information on persons undertaking vocational training through contract of training arrangements (including apprenticeships) for the financial year 1996/97. The publication includes: part 1: At a glance, which reports a brief overview of data for the current financial year; part 2: time series reports on preliminary published data as well as annual updated information; and part 3: National overview, which reports on current annual data for Australia, States and Territories. It is accompanied by a snapshot of national data, the brochure titled InContract: contract of training annual statistics 1 July 1996 to 30 June 1997 (TD/TNC 52.86).

Keywords: Statistics; Statistical data; Traineeship; Apprenticeship; Australian Vocational Education and Training Management Information Statistical Standard; AVETMISS
ISBN: 13267876

AVAILABLE FROM: Distribution Officer, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8416; Fax: (08) 8331 9211. Cost: $15.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

177

TD/TNC 52.86
National Centre for Vocational Education Research. Statistical Services Division. (NCVER)
InContract: contract of training annual statistics 1 July 1996 to 30 June 1997.
Adelaide: NCVER, 1997. 8 p.

This publication is intended to provide an overview of national data related to contracts of training (including apprenticeships and traineeships) and will include feature highlights of current trends, articles and a descriptive analysis of selected topics. It is a companion to Australian training statistics - annual 1996/97 (TD/TNC 52.85).

Keywords: Statistics; Statistical data; Traineeship; Apprenticeship; Australian Vocational Education and Training Management Information Statistical Standard; AVETMISS

AVAILABLE FROM: Distribution Officer, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8416; Fax: (08) 8331 9211. Free of charge.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

178

TD/TNC 52.87
James, Pauline.
Models of vocational development revisited: reflecting on concerns.
Melbourne: Dept of Vocational Education and Training, [1997]. [19] p. *(Reprint series)*

This paper was originally published in the journal Vocational Aspect of Education, 47(3);1995: p.289-308 (the journal is now Journal of Vocational Education and Training), and is part of the Reprint Series produced by the Dept of Vocational Education and Training at the University of Melbourne. The paper supports the notion of incorporating developmental concerns-based models together, to provide a suitable framework for vocational preparation. However, it emphasises the importance of the learning group as the milieu in which reflection may be most powerfully enabled or repressed and the need to assist people in some reframing of their concerns, through critical reflection, before these can be adequately addressed. Data from an action research study are drawn upon for illustration. A reflective developmental model for adult learners is presented, relevant to learning situations in which changes of identity are required.

Keywords: Vocational education; Vocational training; Model; Vocational preparation; Research study

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

179

TD/TNC 52.88
Balzary, Steve.
Custom made for business: the new Australian training system.
Kingston, ACT: Australian Chamber of Commerce and Industry, [1997].

This videocassette, produced by the Australian Chamber of Commerce and Industry, is designed to be an introduction to the new Australian training arrangements. It provides a brief overview, including how traineeships and apprenticeships work, and has segments addressing employers, students, parents and training providers. It is illustrated by case studies and testimonials from employers, employees, students, TAFE and employer associations.

1 videocassette, 10 mins

Keywords: Australian Chamber of Commerce and Industry; ACCI; Training system; Employer; Employee; Student; TAFE; Traineeship; Apprenticeship; Industry; Case study; Video cassette

AVAILABLE FROM: Australian Chamber of Commerce and Industry, Melbourne Office, Level 4, 55 Exhibition Street, Melbourne Vic 3000. Ph: (03) 9289 5289; Fax: (03) 9289 5250; Email: cfaulkner@aaci.asn.au. Cost: $10.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

180

TD/TNC 52.89
Great Britain. National Council for Vocational Qualifications. (NCVQ)
External verification of NVQs: a guide for external verifiers.
London: National Council for Vocational Qualifications, 1997. 17 p.

This document is part of a series produced for people involved in delivering and assessing National Vocational Qualifications (NVQs). The intention is to provide an assessment guide which will give explanations of the principles underpinning NVQs, highlight the principles of quality assurance and external verification in educational and training centres of all types and give examples of good practice which can be adapted to suit particular circumstances and needs. The booklet looks at three important areas: verifying assessment practice and centre procedures; providing information, advice and support to centres; and maintaining records of visits and giving feedback to the centre.

Keywords: United Kingdom; National Vocational Qualifications; NVQ; Quality; Assessment

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Inter library loan.

181

TD/TNC 52.90
Great Britain. National Council for Vocational Qualifications. (NCVQ)
Assessment of NVQs and SVQs.
[London]: [National Council for Vocational Qualifications], [1997]. 21p.

This booklet provides guidance on assessment of NVQs and SVQs, and examples of good practice. It assumes that the reader is already familiar with the structure of occupational standards, NVQs/SVQs and their development. Further, the booklet does not cover every detail of assessment in every situation. Instead it: sets out key principles of NVQ/SVQ assessment; describes the key factors affecting NVQ/SVQ assessment; and illustrates key points with examples of good practice.

Keywords: United Kingdom; Scotland; National Vocational Qualifications; NVQ; Quality; Assessment

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

182

TD/TNC 52.91
Perker, Henriette; Ward, Christine.

Asssessment of experiential learning in England and France.

IN: Research in post-compulsory education. Vol. 1,(2), 1996, p. 133-151

Based on a search of the literatures of the respective countries, this paper reviews the current situation in England and France with regard to the Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL), systems which have both developed from North American models. The systems are considered in general terms as well as in regard to vocational qualifications and entrance to further education.

Keywords: United Kingdom; France; Experiential learning; Recognition of prior learning; RPL; Accreditation
ISSN: 13596748

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

183

TD/TNC 52.92
Cullen, B.

National Vocational Qualifications: is policy supporting the principles of lifelong learning?

IN: Research in post-compulsory education. Vol. 1,(2), 1996, p. 237-251

1996 marked the 10th anniversary of the National Council for Vocational Qualifications, the body responsible for a national framework of competency-based training and education in the United Kingdom. This paper reviews the reports preceding the anniversary and suggests and explores the very real issues which the author perceives as important to debate.

Keywords: United Kingdom; National Vocational Qualifications; NVQ; Lifelong learning; Competency based assessment
ISSN: 13596748

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

184

TD/TNC 52.93
United States. Dept of Education. National Centre for Education Statistics. (NCES)

International education expenditure comparability study: final report, volume 1, working paper no. 97-16.

Washington, DC.: National Centre for Education Statistics, 1997. (various pagings)

This volume of the final report of the Study of the International Comparability of Statistics on Education Expenditures, sponsored by the US National Centre for Education Statistics (NCES), examines the nature, prevalence, severity, and causes of problems in comparing education expenditures across countries and assesses progress to date in correcting these problems and options and prospects for further improvement. The implications of the findings are laid out for policy makers and other users of international statistics. Dr Stephen M Barro of SMB Economic Research Ltd was principal investigator.

Keywords: International; Study; Comparative analysis; Educational expenditure; Statistics

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

185

TD/TNC 52.94
Gordon-Smith, Paul; Hoggard, Lisa; Spark, Carmel.

Making learning real: an investigation into unpaid workplacements.

[Sydney]: Centre for Vocational Assessment Research, 1997. 97 p.

This is a report on a study conducted by the Centre for Vocational Assessment Research the aims of which were to describe and analyse the operation of unpaid workplacements in different contexts, with reference to the issues identified in the literature, and to identify features of good practice from the literature and current examples of the operation of unpaid workplacements. The study also aimed to provide guidance on ideal attributes of relationships between the learning experiences that educational institutions and workplaces provide to learners, in order to assist providers and employers to realise the full potential of unpaid workplacements for the improvement of learning. The report gives recommendations on implementing good practice in unpaid workplacements.

Keywords: Workplace education; Learning experience; Accreditation; Assessment; Curriculum

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

186

TD/TNC 52.95
Dickson, Michelle.

Assessment works: a study of workplaces with experience in assessment.

[NSW]: Center for Vocational Assessment Research, 1997. 85 p. (+ appendices)

This publication is a report on research which aimed to investigate the effectiveness of workplace assessment. The benefits of involvement in workplace assessment were explored through the experiences of a range of participants including assessors, assessees, union representatives, training resource managers, employers, training providers, Industry Training Advisory Bodies and industry organisations, and vocational education and training policy makers. Data were collected by means of interviews with key informants, focus groups, a literature search, a mail survey of trained assessors, a mail survey of assessor training providers and twelve in depth case studies. The report, following an analysis of the data and identification of the benefits of workplace assessment, offers some future directions for workplace assessment.

Keywords: Workplace; Assessment; Survey; Interview; Case study

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

187

TD/TNC 52.96
Cheshire, Carol. (ed.)

Australian training review no 24, Sept/Oct/Nov 1997.

Adelaide: NCVER, 1997. 40 p.

This quarterly magazine is written for industry trainers, business managers, and TAFE personnel. The special feature in this issue contains papers focusing on employment placement issues and individual entries for the papers are from TD/TNC 52.97 to TD/TNC 52.107

Keywords: Vocational education; Training; National Centre for Vocational Education Research; NCVER; Periodical
ISSN: 10373292

AVAILABLE FROM: Orders Dept, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8416; Fax: (08) 8331 9211. Subscription: 4 issues for $20.00 ($32.00 overseas).
Other sources: TAFE and other training institutions may hold this periodical.

188

TD/TNC 52.97
Robinson, Chris.

Linking employment placement services with training.

IN: Australian training review (24), Sept/Oct/Nov 1997, p. 2
Adelaide: NCVER, 1997.

This editorial discusses the notion that integrating employment placement services with training services is a rapidly growing feature of the Australian vocational education and training scene which training providers would do well to take note of.

Keywords: Training; Employment; Job placement; Student; Skill
ISSN: 10373292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical

189

TD/TNC 52.98
Robinson, Chris.

Impact of employment services on the VET sector.

IN: Australian training review (24), Sept/Oct/Nov 1997, p. 8
Adelaide: NCVER, 1997.

From 1 December 1997 the government will pay the competitors of the Commonwealth Employment Service (CES) for each placement of a young or unemployed person on social security into a job. The government is tendering for job placement service arrangements which will have profound implications for the VET sector and some TAFE institutes or other training providers will perhaps become employment placement enterprises in their own right.

Keywords: Vocational education; Vocational training; Employment; Market; Unemployment
ISSN: 10373292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical

190

TD/TNC 52.99
Dmitriou, Yiannis.

Surveying parents of school students about TAFE.

IN: Australian training review (24), Sept/Oct/Nov 1997, p. 6-7
Adelaide: NCVER, 1997.

This article reports on the parent survey component of a research project conducted by the Dept of Vocational Education and Training in Tasmania in 1995. The decision was made to survey parents after the student survey indicated that students see their parents as a major source of information for post-school deducation options. The paper analyses the responses from 505 parents to a survey about their perceptions of further education options.

Keywords: Survey; Student; Secondary school; Parent; TAFE; Tasmania; Dept of Vocational Education and Training; DVET
ISSN: 10373292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical

191

TD/TNC 52.100
Dawe, Susan.

Why do we need employment services?

IN: Australian training review (24), Sept/Oct/Nov 1997, p. 9
Adelaide: NCVER, 1997.

There was some criticism of TAFE services in the graduate satisfaction and destination survey data collected in the 1993 national survey of TAFE graduates. Economic and technological changes have resulted in more full-time unemployed students entering TAFE institutions, and an increased demand for retraining for mature students, a stronger emphasis on outcomes. Information gathered from the various research projects and surveys should be widely disseminated and used appropriately to advise the community.

Keywords: Employment; TAFE; Graduate
ISSN: 10373292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical

192

TD/TNC 52.101
Cheshire, Carol.
Good practice for employment services.
IN: Australian training review (24), Sept/Oct/Nov 1997, p. 10-11
Adelaide: NCVER, 1997.

Some successful employment services in the public and private sectors are reviewed here with a view to identifying some of the factors that make good practice for a student employment service.

Keywords: Employment service; Student; Evaluation; Public sector; Private sector
ISSN: 10373292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical

193

TD/TNC 52.102
Sachsse, Michael.
We do not succeed until you do.
IN: Australian training review (24), Sept/Oct/Nov 1997, p. 12-13
Adelaide: NCVER, 1997.

This article looks back on the genesis of the Torrens Valley Institute of TAFE's Student Employment Service from the early 1990s. It reviews the development of the range of services offered and identifies the strengths and benefits of such a service on campus.

Keywords: Employment service; Student; TAFE
ISSN: 10373292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical

194

TD/TNC 52.103
Butterworth, Perce.
Thoroughly logical tax framework for VET.
IN: Australian training review (24), Sept/Oct/Nov 1997, p. 14-15
Adelaide: NCVER, 1997.

This paper asks where the funding for post-compulsory vocational education and training will come from in the future and how it will be allocated. On the basis that Australian governments may need to cap or reduce public funding for post-compulsory education a variety of taxation and subsidy concessions which are intended to encourage further investment in the sector particularly by industry are offered for consideration, and it is pointed out that to date there has been no coherent government response to the issue even though population growth and industry restructuring are forcing up demand for places.

Keywords: Vocational education; Vocational training; Tax; Fund; Postcompulsory education
ISSN: 10373292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical

195

TD/TNC 52.104
Robinson, Chris.
Patterns of employers training expenditure in VET.
IN: Australian training review (24), Sept/Oct/Nov 1997, p. 16-18
Adelaide: NCVER, 1997.

In this article the patterns of employers expenditure on training in Australia is analysed, and changes in spending patterns since 1993 are noted in particular following the suspension in 1994 and abolition in 1996 of the Training Guarantee. Training in different sized enterprises and the pattern across industries are examined.

Keywords: Vocational education; Vocational training; Employer
ISSN: 10373292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical

196

TD/TNC 52.105
Mulqueeny, Jitka.
Backing futures research.
IN: Adelaide training review (24), Sept/Oct/Nov 1997, p. 23
Adelaide: NCVER, 1997.

This article addresses the issue of whether unemployment can be eliminated simply by improving education and job training, the writer advocating a 'futures' perspective for vocational education and training (VET) research. A 'futures' approach enables a range of possible, alternative and desirable future scenarios, providing information about the choices which might be made. It is concluded that VET research done in this way might identify new industries, new occupations, inform changes to policy, support strategic planning, drive curriculum or identify new ways of learning.

Keywords: Vocational education; Vocational training; Unemployment
ISSN: 10373292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

197

TD/TNC 52.106
Bishop, Sue.
Vote for NSW ACE.
IN: Adelaide training review (24), Sept/Oct/Nov 1997, p. 24
Adelaide: NCVER, 1997.

This is a report on the first statewide customer satisfaction survey conducted in New South Wales by the board of Adult and Community Education (ACE). The focus of the survey was students' overall satisfaction with their ACE course, including how they rated the teaching, course organisation and venue. The survey also collected data from small business. The results of this survey provide information useful both to measure ACE performance now and for future planning.

Keywords: New South Wales; NSW; Adult and Community Education; ACE; Customer relations; Client satisfaction; Survey
ISSN: 10373292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

198

TD/TNC 52.107
Kenyon, Richard.
Australians embrace $3.5 billion of VET.
IN: Adelaide training review (24), Sept/Oct/Nov 1997, p. 25
Adelaide: NCVER, 1997.

This article analyses briefly the data available about publicly funded vocational education and training programs and personal enrichment programs.

Keywords: Vocational education; Vocational training; TAFE; Private training provider
ISSN: 10373292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

199

TD/TNC 52.108
Learning for life.
IN:Australian Association of Adult and Community Education, 37th National Conference, Adelaide SA, 24-27 September 1997.
Adelaide: NCVER, 1997. 80 p.

This publication is a collection of the papers presented at the 37th Adult and Community Education conference held in Adelaide in September 1997. The papers are: 'Promoting willingness and ability to learn: some features of effective autonomous learning'. - John Baird; 'Learning and personal finance (making the most of what you have)'. - David Williams; 'Adult learning and the impact of research'. - Chris Robinson and Paul Davis; 'Possible contribution of future studies in adult education'. - Jack Cross; 'Adult education -a question of values'. - Allan Arnott and Michael Christie; 'Life experience counts . . . three years on'. - Wendy Shearwood; 'Making the best of life: how nine aged women explained their learning and development over a lifetime'. - Barbara Pamphilon; 'Power and dependency: partnerships in the delivery of adult courses'. - Terry Clark and Allan Arnott; 'Women's pathways from ACE to VET'. - Helen Kimberley and John McIntyre; 'Recognition of prior learning, credit transfer and assessment of competency - implications for lifelong learning'. - Tom Stehlik; 'Earth works, a community education waste minimisation program'. - John Denlay and Bronwyn Leece; 'Using the Westlink satellite (talkback TV) for providing training for people in rural and remote communities'. - Ellen-May Eaton; "Women and information literacy'. - Karen Plane; "Returning to learning? Success in the three Rs'. - Mary Ann Sabine; 'Peg on the tongue: memories of discipline and punishment in a Catholic school of the sixties'. -Jane Boustead; 'Effects of user pays on ACE participation'. - John McIntyre; 'Reconstructing life patterns and learning'. - Kay Distel.

Keywords: Adult education; Community education; Conference paper
ISBN: 0868032638

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

200

TD/TNC 52.109
Abbott, Michael; Doucouliagos, Chris.
DEA analysis of the efficiency of Victorian technical and further education institutes.
Burwood Vic: Deakin University, 1998. 24 p.
(Working paper series, no 9802)

Cross sectional data is used in this paper to analyse the performance of the Victorian TAFE institutes with respect to technical, allocative, scale and overall cost efficiency, undertaken through Data Envelopment Analysis (DEA). This analysis is important in that it provides information on the relative efficiency rankings of the TAFE institutes and helps identify possible areas for improvement in efficiency.

Keywords: Victoria; Technical institute; Further education; TAFE; Government policy; Cost effectiveness
ISBN: 0730027384<issn>ISSN: 13258435

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Inter library loan.

201

TD/TNC 52.110
Abbott, Michael; Doucouliagos, Chris.
Economies of size in Victorian vocational education and training institutions.
Burwood, Vic: Deakin University, 1997. 18 p.
(Working paper series, no 9722)

The purpose of this working paper is to investigate the existence of economies of size in TAFE colleges in Victoria. In the first section a general account of the background to TAFE education is given as well as information about the data used in this study. The second part contains the estimation of a translog restricted variable or cost function using 1995 data from 22 Victorian TAFE institutions. Following this, some useful elasticities are estimated and the paper concludes with the identification of economies of size.

Keywords: Vocational education; Vocational training; TAFE; Economy
ISBN: 0730027341

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

202

TD/TNC 52.111
Strickland, Andrew.
Report on study tour of United States and England, October 1997.
Unpublished: 1997. 84 p.

This document reports on a study tour carried out by the author looking at vocational education and training at selected sites in England and America.

Keywords: Study tour; Vocational education; Vocational training; Educational institution; College; United Kingdom; United States of America

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Photocopy.

203

TD/TNC 52.112
Holmesglen College of TAFE. Occupational Health and Safety Unit.
Occupational health and safety: training program and resource.
Chadstone, Vic: Holmesglen College of TAFE, 1992.
Ring binder, various pagings

This training resource and training program has been developed to serve two purposes. The first is that the training program may be used to enable established trainers in industry and education for acquire occupational health and safety expertise. The second purpose is that the training resource may be used by established trainers to facilitate the delivery of occupational and safety training in industry and education.

Keywords: Occupational health; Occupational safety; Training programme; Resource material

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

204

TD/TNC 52.113
Centre for Vocational Assessment Research (NSW).
Assessment works: the kit.
Melbourne: Centre for Vocational Assessment, 1997.
teaching kit (various pagings)

This is a guide on the subject of workplace assessments and contains components for both managers and workers. It contains information leaflets, a question and answer booklet, posters, a game and a diskette of the PC version.

Keywords: Workplace; Assessment; Guide

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

205

TD/TNC 52.114
Australia. Human Rights and Equal Opportunities Commission.
Sexual harassment and educational institutions: a guide to the Federal Sex Discrimination Act.
Human Rights and Equal Opportunity Commission, 1996. 88 p.

The recognition that sexual harassment is a systemic problem which hinders equal opportunity in employment, education and other areas has resulted in, as well as State legislation, the Federal Sex Discrimination Act, which prohibits sexual harassment in a range of circumstances. However, confusion still surrounds the issue, and the development of the guidelines presented in this publication is aimed at clarifying some of the confusion particularly at a practical level.

Keywords: Sex discrimination; Educational institution; Legislation; Government policy; Equal opportunity
ISBN: 0642252653

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

206

TD/TNC 52.115
Gordon Institute of TAFE. Gordon Consulting.
Enterprise training mentor program: an effective strategy for a mentoring program for on-the-job trainers in smaller enterprises in the Geelong region and a proposal for expansion.
Geelong, Vic: Gordon Institute of TAFE, [1996].
25 p. (+ various pagings)

The Gordon Institute of TAFE, at the request of the Office of Training and Further Education (OTFE), set up the Small Business Mentor Training Program in order to provide a best practice model of professional development to assist the progressive implementation of the Australian Vocational Training System (AVTS). This report provides: a detailed evaluation reporting the outcomes of the trial; a report on the strategy which has been put in place to see the program continue in Geelong; and a rationale and a staged proposal for the program to be further developed in other regions.

Business Impact Project: Final report to the Office of Training and Further Education AVTS Professional Development Program 30 June 1996

Keywords: Vocational training; On-the-job training; Mentor; Final report; Evaluation; Recommendation

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

207

TD/TNC 52.116
Widauer, Lindy.
Audiographics in flexible learning: manual for educators.
[NSW]: New England Institute of TAFE, 1997. 18 p.

Audiographics, the use of computer graphics and voice in distance education, supports a variety of teaching methods and provides participants with the opportunity to interact with one another. The New England Institute of TAFE (NEIT) uses SMART 2000 software to meet its audiographic needs. This booklet reports on a project the aim of which was to describe how audiographics is used within NEIT, to identify problems and solutions and document ways to improve practice for the benefit of all education and training providers. There is a brief instructional section on how to use SMART 2000 and case studies and interactive exercises are offered.

Keywords: Audio equipment; Audiovisual instruction; Distance study; Participation; Student performance; Evaluation

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

208

TD/TNC 52.117
Byrnes, Jill Wickham.
Aboriginal enterprise development in remote areas: prospects, problems and potential strategies.
Northern Territory University, 1994. 76 p.

This dissertation is primarily a review of the literature from a wide range of sources and disciplines on the topic of Aboriginal enterprise management and development in remote areas. Issues and themes emerging from the literature are synthesised and analysed in terms of factors of organisational effectiveness, and are then considered in terms of a strategic management framework of opportunities and threats in the environment of Aboriginal enterprise development. A number of possible strategies for responding innovatively to these opportunities and threats are then described and the dissertation concludes with a synthesis of opportunities, threats and potential strategies in the context of Aboriginal enterprise development.

Submitted as part fulfillment for the Degree of Master of Development Management in the Graduate School of Business, Faculty of Business, Northern Territory University.

Keywords: Aboriginal community; Enterprise; Economic opportunity; Management development; Rural area; Literature survey

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

209

TD/TNC 52.118
Cheshire, Carol. (ed.)
Australian training review no 25, Dec 97/Jan/Feb 98.
Adelaide: NCVER, 1998. 32 p.

This quarterly magazine is written for industry trainers, business managers, and TAFE personnel. The Workskills Olympics is the special feature of this issue, and Senator Christopher Ellison, the new Federal Minister for Schools, Vocational Education and Training, is introduced.

Keywords: Vocational education; Training; National Centre for Vocational Education Research; NCVER; Periodical
ISSN: 10373292

AVAILABLE FROM: Orders Dept, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8416; Fax: (08) 8331 9211. Subscription: 4 issues for $20.00 ($32.00 overseas).
Other sources: TAFE and other training institutions may hold this periodical.

210

TD/TNC 52.119
Smith, P.J.; Kidd, K.; Barrow, M.
Landcare and environmental action program: how do our students learn?
Geelong, Vic: Gordon Institute of TAFE, 1995. 20 p.

This investigation used the Canfield Learning Style Inventory to test the learning skills of 67 Landcare Environment Action Program (LEAP) students. The results indicate the learning styles typical of these students, and highlight differences of gender. Two factors emerged: the first being that LEAP students distribute along a dimension of working with people and qualitative information at one end and inanimate objects at the other; the second factor indicates distribution on the basis of how closely they like to learn through forming relationships with peers and instructors. Delivery and policy implications of these finds are discussed.

Keywords: Land; Environmental education; Labour market; Learning; Teaching; Landcare Environment Action Program; LEAP

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

211

TD/TNC 52.120
Victoria. Office of Training and Further Education. (OTFE)
Business impact project: best practice training strategies for owner/managers and trainers training entry level trainees in small businesses: trialling a regional approach: pilot phase: first draft final report.
[Victoria]: OTFE, 1996.
(various pagings)

This is a draft final report of a major project of the Office of Training and Further Education (OTFE), Victoria. It documents the processes leading up to the development of the Business Impact Model, a regionally integrated approach to improving the skills and understanding of both owner/managers in smaller enterprises and of business support professionals including vocational educators and trainers.. The project has documented some good practice and laid the foundation for further work.

Keywords: Vocational education; Vocational training; Manager; Employee; Small scale industry; Entry level training; Australian Vocational Training System; AVTS; Pilot project

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

212

TD/TNC 52.121
Australian National Training Authority. (ANTA)

Access and equity at work.

Brisbane: ANTA, 1997. 31 p.

Group Training Australia (GTA) has a network of over 100 independent Group Training Companies across Australia. The main reason for the production of this booklet by GTA is to start the process of sharing information by highlighting examples of what has worked for some Group Training Companies in the area of access to training and employment particularly for people who are disadvantaged in the current labour market.

Keywords: Access to education; Equal opportunity; Employment opportunity; Minority group; Disadvantaged
ISBN: 064631744

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

VICTORIA

213

TD/VIC 52.01

Ministerial review of the provision of technical and further education in the Melbourne metropolitan area.

Melbourne: Ministerial Review Committee, 1997. 2v. (various pagings)

In May 1997 the Minister for Tertiary Education and Training in Victoria commissioned a Ministerial Review on the nature, extent and structural arrangements of TAFE Institutes in the Melbourne metropolitan area. The Review was led by Paul Ramler and this is the final report (the options paper can be found at TD/VIC 51.02). The Review Committee identified significant issues that required resolution, especially in relation to: (1) the duplication and overlap of training provision across the Melbourne metropolitan area in high cost, technical training areas; (2) an aging stock of a significant proportion of TAFE facilities with an unacceptably high level of under utilised capital stock; (3) the need for a longer term commitment by government to significantly increase investment in new learning technologies to better position Victoria to respond to competition nationally and internationally, and to expand participation rates in training; (4) the need for a more coherent approach across and within education sectors to create a seamless education and training system for students which has multiple entry points and recognises both credentialled and uncredentialled learning through appropriate practices; and (5) the need for improved structural arrangements among some Victorian TAFE Institutes.

Committee Chairperson: Paul Ramler
Commonly refrered to as the Ramler report

Keywords: Further education; Technical education; Vocational education; Vocational training; Training market; Melbourne; TAFE; Ramler report

AVAILABLE FROM: Hector Bugeja, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001 Ph: (03) 9637 2704 Cost: gratis (limited supply) Also available on the Internet at: www.otfe.vic.gov.au
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

214

TD/VIC 52.02
Victoria. State Training Board.

Annual report 1996-97.

Melbourne: State Training Board, 1997. 71 p.

This annual report from the Victorian State Training Board reflects the achievements and operation of the State Training System over the financial year 1996-1997.

Keywords: Victoria; TAFE; Annual report; Victoria. State Training Board

AVAILABLE FROM: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001 Ph: (03) 9637 2639 Price: Gratis. Also available on the Internet at: www.otfe.vic.gov.au
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

215

TD/VIC 52.03

Directory of professional development programs and resources for vocational teachers, workplace trainers and curriculum writers.

Melbourne: Australian National Training Authority, 1997. 57 leaves

This directory provides an up-to-date, comprehensive list of professional development resources that may assist vocational teachers, workplace trainers and vocational curriculum writers to address the needs of learners with limited English language, literacy and/or numeracy. It lists in alphabetical order 56 courses, workshops, teaching packages and books relevant to those working in the vocational education and training sector.

There is a short abstract written about each item.

This directory is included for sale with Better Training (TD/VIC 52.04)

Keywords: Adult education; Vocational training; Adult learning; Teacher; Professional continuing education; Directory
ISBN: 0642280010

AVAILABLE FROM: Jan Kindler, ARIS, GPO Box 372F Melbourne Vic. 3001 Ph: (03) 9614 0255 Cost: $25.00 + postage (includes: Better Training)
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

216

TD/VIC 52.04
Banks, Julie

Better training: addressing English language, literacy and numeracy in vocational education and training.

Melbourne: Australian National Training Authority, 1997. iv, 165 p.

This resource is designed to help workplace trainers and curriculum writers understand the role that language plays in vocational education and training and gives some strategies to address language, literacy and numeracy as part of the training provided. The resource is organised into four sections: (1) getting to know about language, literacy and numeracy; (2) making training packages better for learners with language, literacy and numeracy needs; (3) managing the learning for learners with language, literacy and numeracy needs; (4) assessing learning for learning with language, literacy and numeracy. It is a self access resource that clearly outlines the main issues involved and could be used to develop major projects such as training programs. There are relevant examples and self assessment activities throughout.

Included for sale with: A directory of professional development programs and resources (TD/VIC 52.03)

Keywords: Adult education; Vocational training; Adult learning; Literacy; Numeracy
ISBN: 0642280029

AVAILABLE FROM: Jan Kindler, ARIS, GPO Box 372F Melbourne Vic. 3001 Ph: (03) 9614 0255 Cost: $25.00 + postage (include with: A directory of professional development programs and resources)
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

217

TD/VIC 52.05
Banks, Julie

Women's participation in VET: analysis of data 1991-1996.

Collingwood, Vic.: Access Training and Employment Centre, 1998. 1vol. (various pagings)

This paper extends upon work commenced in 1997 examining women's participation in vocational education and training (VET). In particular, this paper analyses women's participation in VET against a number of variables, including industry sectors, employment status, regional location and age of participants. Data has also been analysed to highlight patterns in the participation rates of Koories and people with a disability. The intention of the paper is to document patterns in the participation of men and women from 1991 to 1996, with the aim of highlighting areas in which diversity of participation needs to be further encouraged.

Keywords: Women; Womens education; Vocational education; Victoria; Equal opportunity

AVAILABLE FROM: Access Training and Employment Centre Inc., 36-44 Cambridge St., Collingwood Vic. 3066. Ph: (03) 9417 5355. Cost: Gratis
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

218

TD/VIC 52.06
Wearne, Chris.

Car costs: six units of maths around the theme of car ownership.

Melbourne: Adult, Community and Further Education, 1997. viii, 47 p.

This project, to write and trial materials to assist adults to develop numeracy skills through a common interest in cars was undertaken by the South West Institute of TAFE. The course consists of six maths units based around car ownership. Each unit is divided into two sessions, each taking approximately two hours. The units include an overview of the unit, a list of the materials required for each session, activities and handouts. Car Costs is a flexible course that can be taught as a short course, units can be taught individually or can be taught in any sequence.

Keywords: Adult basic education; Numeracy; Mathematics
ISBN: 0731108396

AVAILABLE FROM: Jan Kindler, ARIS, GPO Box 372F Melbourne Vic. 3001 Ph: (03) 9614 0255 Cost:$15.00
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

219

TD/VIC 52.07
Timmers, Gail (ed.).

Portraits: a showcase of good ideas in adult community education.

Benalla, Vic.: Goulburn, Ovens Murray Regional Council of Adult, Community and Further Education, 1997. 42 p.

Portraits contains eight short descriptive case studies of local adult education programs. These include viticulture, women's re-entry into the workforce, music theory, literacy workskills for people with disabilities, local history and workplace training. The studies give a good overview of the diversity in terms of learners' backgrounds, program objectives and program delivery in adult and community education programs in country Victoria.

Keywords: Adult basic education; Literacy; Rural area; Victoria

AVAILABLE FROM: Jan Kindler, ARIS, GPO Box 372F Melbourne Vic. 3001 Ph: (03) 9614 0255 Cost:$15.00 + postage
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

220

TD/VIC 52.08

Benefits to employers from an investment in training: literature review.

Melbourne: Office of Training and Further Education, 1998. iv, 51 p.

This report is the result of a review of world literature on the benefits firms seek and receive from an investment in training. It aims to answer four broad questions: (1) What evidence is there that training produces benefits for firms, and what are they; (2) What benefits are employers seeking from training; (3) In what situations and from what types of training have benefits been shown to be greatest; and (4) Which types of studies have been best able to evaluate the costs and benefits of training, and might therefore serve as a basis for further research.

Keywords: Training; Vocational education; Investment; Industry; Evaluation
ISBN: 0731112059

AVAILABLE FROM: Edmund Misson, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001 Ph: (03) 9637 2653 Cost: Gratis (Limited supply)
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

221

TD/VIC 52.09

Outcomes from vocational education and training for employers and participants.

Melbourne: Office of Training and Further Education, 1997. 44 p.

The Victorian State Training System recognises that small business form a significant sector of the training market with a diverse range of training requirements. The challenge is to provide high quality training delivered in a way which suits small enterprises and is economically viable. This report summarises research undertaken in 1997 into the outcomes of VET for employers and students. The research focussed on small to medium size enterprises. As national surveys have identified differences in perceptions of VET when comparing the responses of small to medium size enterprises, the research described in this report explored these differences using a qualitative approach.

Summary of research undertaken by Tom Gibson, Moreland Group

Keywords: Training needs; Vocational education; Victoria; Small scale industry
ISBN: 0730690113

AVAILABLE FROM: Sue Christophers, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001 Ph: (03) 9637 7295 Cost: Gratis (Limited supply)
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

222

TD/VIC 52.10

Billett, Stephen; Cooper, Maureen; Hayes, Sharon; Parker, Helen.

VET policy and research: emerging issues and changing relationships.

Melbourne: Office of Training and Further Education, 1997. ii, 71 p.

This report proposes how best recent research contributes to VET policy deliberations within the Victorian State Training System. It addresses, firstly, the system's intents and the changing context in which these intents are attempting to be secured and secondly, the identification of emerging trends. Such an analysis makes it possible to be informed about the likelihood of current policy achieving those intents, as well as offering potential improvements and alternatives to those policies.

Keywords: Vocational education; Research; Training policy; Victoria
ISBN: 0731108914

AVAILABLE FROM: Only available on the Internet at: http://www.otfe.vic.gov.au/planning/vetpol/vetrespo.htm
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

AUSTRALIAN NATIONAL TRAINING AUTHORITY

223

TD/ANTA 52.01

Australian National Training Authority. (ANTA)

Guidelines for training package developers: Australia's national training framework.

Brisbane: Australian National Training Authority, 1997. 60 p.

The guidelines to assist organisations in developing training packages.

Keywords: Training Package; Guide
ISBN: 0642253897

AVAILABLE FROM: ANTA Fax order to 03 9630 9888. Phone 03 9630 9800.
Other sources: Fax interlibrary loan request to 07 3246 2490. Ph 07 3246 2300

224

TD/ANTA 52.02

Australian National Training Authority. (ANTA)

Report on national industry vocational education & training plans.

Brisbane: Australian National Training Authority, 1997. 63 p.

This report summarises material compiled by national Industry Training Advisory Bodies (ITABs) on the future development of vocational education and training in Australia. It highlights major industry trends and how industries are reviewing their training priorities to remain competitive in an environment of rapid change. Industry VET plans include automotive, building and construction, Community services and health, culture and recreation, finance and administration, food, forest and forest products, light manufacturing, manufacturing, engineering and related services, mining, process manufacturing, property services, public administration, rural, telecommunications, postal services, information technology and printing, tourism and hospitality, transport and distribution, utilities, wholesale retail and personal services.

Keywords: Industry training council; Needs assessment; Postcompulsory education; Training Needs
ISBN: 0642253714

AVAILABLE FROM: Fax ANTA Publications Officer 07 3246 2490. Phone 07 3246 2300.
Other sources: Interlibrary loan request. Fax 07 3246 2490. Phone 07 3246 2300

225

TD/ANTA 52.03
Australian National Training Authority. (ANTA)
Flexible delivery pilots: bringing training to your fingertips 1995/96.
Brisbane: Australian National Training Authority, 1997. 35 p.

In mid-1995, the ANTA Board established the National Flexible Delivery Taskforce to provide advice on how to proceed at the national level to make training more flexible. ANTA funded 28 flexible delivery pilot projects to assist providers in trialing more flexible modes of delivery. The States and Territories established and administered the projects. This summary report is intended to provide an overview of the pilots conducted, their aims, achievements and methodologies and provide contact information.

Keywords: Flexible delivery; Pilot study; Summary;
ISBN: 0642253935

AVAILABLE FROM: Fax request to the ANTA Publication Officer fax 07 3246 2490. Phone 07 3246 2300
Other sources: Interlibrary Loan. Fax request to Fax 07 3246 2490. Phone 07 3246 2300

226

TD/ANTA 52.04
Australian National Training Authority. (ANTA)
Assuring quality and choice in national training: Australia's national training framework.
Brisbane: Australian National Training Authority, 1997. 16 p.

The details of the National Training Framework are contained in this document. The National Training Framework is a new structure which will streamline the relationships between industry bodies, training organisations, State and Territory Training Authorities and ANTA. There are two components of the National Training Framework -: 1. new recognition arrangements and 2. training packages.

Keywords: Vocational training systems design; Guidelines
ISBN: 0642253854

AVAILABLE FROM: Fax ANTA Publications Officer Fax 07 3246 2490. Phone 07 3246 2300
Other sources: Interlibrary Loan. Fax 07 3246 2490. Phone 07 3246 2300

227

TD/ANTA 52.05
Australian National Training Authority. (ANTA)
From desk to disk: staff development for VET staff in flexible delivery.
Brisbane: Australian National Training Authority, 1997. 87 p.

The aim of this research project was to develop a set of practical options, underpinned by principles of staff development, that could help inform a national staff development strategy for VET staff engaged in flexible delivery. This report outlines the research and project.

Keywords: Flexible delivery; Staff development; Teacher; Trainer
ISBN: 0642283419

AVAILABLE FROM: Fax ANTA Publications Officer 07 3246 2490. Phone 07 3246 2300
Other sources: Interlibrary Loan. Fax request 07 3246 2490. Phone 07 3246 2300

228

TD/ANTA 52.06
Australian National Training Authority. (ANTA)
Research reports into professional development.
Brisbane: Australian National Training Authority, 1997. 178 p.

In 1996 ANTA contracted the National Centre for Vocational Education Research and the Centre for Research in Education, Equity and Work at the University of South Australia to undertake research into professional development issues in the vocational education and training sector. The outcomes of this research have been five reports aimed at providing guidance to future professional developement initiatives and programs in support of the national Training Framework. This report outlines the details of each research project.

Keywords: Staff development; Career development; Research report
ISBN: 0642283842

AVAILABLE FROM: Fax request to ANTA Publications Officer 07 3246 2490. Phone 07 3246 2300
Other sources: Interlibrary Loan. Fax request 07 3246 2490. Phone 07 3246 2300

COUNCIL OF ADULT EDUCATION

229

TD/CAE 52.01
Kelly Associates Strategic Solutions
ACE 2000 : towards a learning society : consultation paper
Melbourne: Kelly Associates Strategic Solutions, 1997. 54 p.

This consultation paper was commissioned by the MCEETYA ACE Taskforce as preparation for a revised National Policy for Adult and Community Education. It includes the background to the review, a summary of the policy review process, suggested policy framework and consultation questions for comment. Appendices include notes on the key trends and influences operating in the environment in which the new National ACE policy will operate and an overview of ACE structures in each state and territory.

Keywords: Adult education; Community education; Educational policy; Consultation paper; Policy formation; MCCEETYA ACE Taskforce

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: (03) 9652 0752; Fax: (03) 9654 6759.

230

TD/CAE 52.02
Lawrence, Kate.
Access and equity for people in rural and remote Australia.
IN: Converse (3), 1997, p.11-13

In 1996 Elaine Butler and Kate Lawrence undertook a research project for the Australian National Training Authority (ANTA) to research and analyse issues affecting people who live in rural and remote communities in Australia, and to produce a report to assist national planning for the vocational education and training (VET) sector.

The research needed to acknowledge the enormous diversity within rural and remote communities, while identifying common themes around the problems of access and equity within VET for these communities. The situation for Aboriginal and Torres Strait Islander peoples was therefore one important focus of the research. This article summarises some of their findings about issues of access and equity within vocational education and training for Aboriginal and Torres Strait Islander communities in Australia.

Keywords: Aborigines; Educational opportunity; Aboriginal education; Disadvantaged; Vocational education; Vocational training; Rural education

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: (03) 9652 0752; Fax: (03) 9654 6759 or contact Kate Lawrence Ph: (08) 8303 3671 ; Fax: (08) 8303 4346.

231

TD/CAE 52.03
Shore, Sue.
Reflections on the Fifth International Conference on Adult Education (CONFINTEA V), Hamburg, July 1997
IN: Converse (3), 1997, p.16-19

Every ten to twelve years UNESCO sponsors an international conference on adult education. In July 1997 the Fifth International Conference on Adult Education (CONFINTEA V) was held in Hamburg, Germany. The public focus on the conference was to finalise a Declaration of Adult Learning and an Agenda for the Future, both of which are intended to chart a framework for the relationship between a just and civil society and adult learning into the new millennium.

Sue Shore and Jill Anguinetti of the Network of Women in Further Education (NOW in FE) were granted observer status for the conference and travelled to Hamburg to represent the views of NOW in FE and network with similar feminist organisations from around the world. This article outlines some themes of the conference and Sue Shore's presonal reflections of the experience. Drafts of the documents discussed at the conference can be found on the web (http://www.education.unesco.org/confintea)

Keywords: Adult education; Confintea V; Adult learning; Conference

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000 Ph: (03) 9652 0752 ; Fax: (03) 9654 6759.

232

TD/CAE 52.04
Shore, Sue.
Women in Australian community education : challenges to policy and suggestions for academic practice
IN: Convergence Vol. XXX (1), 1997, p.24-33

Sue Shore argues that although 75 percent of the Australian adult community education (ACE) sector is made up of women as workers and learners, much of the literature ignores this fact and paints a gender-neutral picture of adult learning and adult learners as implicitly male and white. She relates the tension as an indicator, of wanting to recognize explicitly the diminished and marginalized value accorded women's needs and work in Australian ACE. She discusses current ACE policy, which she argues is particularly resistant to feminist influence and education, and calls for a feminist analysis and critique of ACE. Includes bibliography.

Keywords: Adult education; Community education; Women; Conference; Feminism; Article; Womens education

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic. 3000. Ph: (03) 9652 0752 ; Fax: (03) 9654 6759.

233

TD/CAE 52.05

Williams, Eric; Searle, Jean; Bevan, Fred.

Just go out and do it! Report on how women use Adult and Community Education (ACE) courses in Queensland TAFE to attain their vocational, personal and further education goals.

Brisbane: Centre for Skills Formation, Research and Development, Griffith University, 1996.

Adult and Community Education (ACE) courses have a sizable enrolment in Queensland TAFE yet little is known of the value of these courses for women, especially as they contribute to initial training or retraining for women to enter or re-enter the paid workforce. The authors were approached by AAACE Queensland to investigate how women used these courses to attain their personal, vocational and educational goals.

The ACE courses chosen for the research project were book-keeping and computing because of their vocational orientation. The investigation and enhancing employment opportunities were important factors, many of the women were participating in the ACE course because of personal and further education reasons.

Keywords: Adult education; Community education; Vocational education; Women; TAFE; Outcome of education; Research project

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000 Ph:(03) 9652 0752 ; Fax: (03) 9654 6759.

234

TD/CAE 52.06

Kiraly, Judi; Sait, Jim; Keating, Claire.

Good, better, best practice : putting the principles of adult learning into practice.

Melbourne: Office of Training and Further Education, 1997. [103] p.

This manual has been developed to assist teachers and trainers in the VET sector to best structure and deliver their training for their adult audience. To do this, the manual outlines a best practice process for planning and designing, management and delivering, evaluation and improvement of training, with guidance on how to apply the principles of adult learning.

Developed as part of a Best Practice demonstration project the manual was funded by the Australian National Training Authority (ANTA) and prepared by a project team from the Victorian Council of Adult Education (CAE) and Effective Change Pty Ltd, an independent management consultancy. It builds on the work of the CAE's companion manual, *Success in practice* and develops further strategies for training and teaching, based on the principles of adult learning. Includes bibliography.

Keywords: Adult learning; Vocational education; Adult education; Course design; Training evaluation; Teaching

AVAILABLE FROM: InterLibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000 Ph: (03) 9652 0752; Fax: (03) 9654 6759.

235

TD/CAE 52.07

James, Pauline.

Narrative and cultural change : enabling transformative learning for adults

IN: Australian Journal of Adult and Community Education Vol. 37,(3), November 1997, p.135-143

Pauline James describes a participative action research study, undertaken in a course of preparation for secondary teaching in technologies studies. Participants were groups of male, mature-age adults who had formerly been trades people and the study attempted to address the tension between respecting course participants' culture and yet enabling transformative learning to occur. In the past, these groups had developed a reputation for resistance and negativism towards their course work. An ideology of toughness and excessive authoritarianism, together with sexism and racism, usually prevailed, moderate and reflective voices often being silenced. Such an ideology had potentially damaging consequences for the students of course participants. The role of culturally-specific narrative is examined in providing a resource through which conditions for cultural change in learning groups and critical reflection might be realised. Implications for adult education, particularly that associated with career transitions, are discussed.

Keywords: Adult learning; Retraining; Action research; Cultural change; Transformative learning
ISSN: 1035-0462

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: (03) 9652 0752; Fax: (03) 9654 6759.

236

TD/CAE 52.08

Boote, Jeanne.

Flexible learning, students with disabilities and the ACE sector

IN: Australian Journal of Adult and Community Education Vol. 37,(3), November 1997, p.145-151

Jeanne Boote outlines social and educational challenges for flexible delivery of learning in the adult and community education (ACE) sector. She discusses the problems for students with a disability in more flexible learning environments. In particular, the need to consider the learning to learn skills required by flexible learners is highlighted. ACE will be involved in supporting stuudents from disadvantaged groups to become lifelong, self-directed learners. However, flexible learning should not be adopted without due consideration of the implications for all involved. Includes references.

Keywords: Flexible delivery; Adult education; Community education; Educational opportunity; Disadvantaged; Disabled person; Article
ISSN: 1035-0462

AVAILABLE FROM: InterLibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000 Ph: (03) 9652 0752; Fax: (03) 9654 6759.

237

TD/CAE 52.09
Casey, Margaret; Casey, Paul.

Self esteem training as an aid to acquiring conflict management skills

IN: Australian Journal of Adult and Community Education Vol. 37,(3), November 1997, p.160-166

Margaret Casey and Paul Casey report important effects in the area of conflict management from a teaching program that had been developed primarily to improve self-esteem. Sixteen women, all aged over 25 years, participating in a personal development subject (3 hours per week for 18 weeks) as part of a tertiary program for women returning to education or paid work, were monitored for both self-esteem and conflict management skill development. Participants made significant gains in self-esteem and confidence, and at the same time developed predominantely non-adversarial styles of managing conflict. While appropriate control groups are needed to establish a casual link between self-esteem development, the results are consistent with the hypothesis that level of self-esteem and success in conflict management are related.

Keywords: Self esteem; Training; Conflict; Article
ISSN: 1035-0462

AVAILABLE FROM: InterLibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: (03) 9652 0752; Fax: (03) 9654 06759.

NEW ZEALAND

238

TD/NZ 52.01
Carroll, Martin L.; Fraser, Graeme S.

Universities benchmarking universities.

IN:Proceedings of the eighth international conference on assessing quality in education, July 14-16, 1996. Indianapolis, IN : Office of the Vice Chancellor, Planning and Institutional Improvement, Indiana University-Purdue University, 1996. pp. 357-366

It would be the exceptional university that does not have the pursuit of excellence in teaching and research to the highest international standards as a pivotal feature of its mission statement. It is not enough to aspire to it in this era of quality management: the challenge is to demonstrate it.

The era of explicit quality management in universities has brought with it endless demands for verification of such claims of excellence and compliance with systems alleged to ensure excellence. Well established procedures exist for auditing such claims. This paper is more interested with procedures for achieving such claims.

At an AITEA conference at Adelaide in 1994, the authors proposed: "In order for a university to claim that its teaching and research are of international standard, they should compare themselves with international peer institutions. [We] propose a co-operative benchmarking process. In so doing, it is likely that [universities] will learn new examples of good practice which may be applied within their own institution."

Such procedures must prove their efficacy in increasingly turbulent times. Few would deny an impression of an ever increasing pace of change in the national and international environments universities operate within. The authors revisit the proposition and describe a methodology for making it operational.

Keywords: New Zealand; Best practice; Conference paper

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

239

TD/NZ 52.02
Hausman, Jan.

Compliance to continuous improvement: the use of an annual programme report as a self critical tool to enhance the student experience.

IN:Proceedings of the eighth international conference on assessing quality in education, July 14-16, 1996. Indianapolis, IN : Office of the Vice Chancellor, Planning and Institutional Improvement, Indiana University-Purdue University, 1996. pp. 367-372

During the late 1980s in an overall political climate of economic reform, the notion of improving administrative efficiency in education was the subject of three major investigations in NZ (Probine-Fargher 1978, Picot 1988, Hawke 1988). Messages of educational inefficiencies relating to supply and demand, accountability in education, and the value of competition were promulgated (Treasury, 1984) and in 1987, resulted in the Government calling for submission into the review of tertiary education. The resulting review revealed concerns relating to "provider capture" and in particular to the whole concept of accountability.

Picot had already flagged the need to be "accountable to customers for satisfactory teaching performance" (1988,44). While a professional model of accountability comprises a variety of elements - responsibility, leadership and blameworthiness (Robinson & Halliday), it was really a market model of accountability which was being pushed with the educational reforms in NZ. Contained within this market accountability concept is a changed relationship between the teacher (educational provider) and student (educational user). There is a shift in power away from the teacher towards the student and a focus change towards user participation, involvement of choice and development of a "customer service" orientation.

Keywords: New Zealand; Annual report; Evaluation technique; Student; Conference paper

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

240

TD/NZ 52.03

Meade, Phil.

Measuring graduate and employer satisfaction in higher education.

IN:Proceedings of the eighth international conference on assessing quality in education, July 14-16, 1996. Indianapolis, IN : Office of the Vice Chancellor, Planning and Institutional Improvement, Indiana University-Purdue University, 1996. pp. 373-282

This paper draws on the experiences of the author who has directed graduate surveys and employer surveys at Griffith University, Australia and the University of Otago, New Zealand.

It investigates from graduates: their perceptions of the extent to which life-long learning skills were developed during their undergraduate studies and the extent that such skills are being applied in their post-University working or other experiences.

It investigates from employers: their perceptions of the importance for their employment of: (a) life-long learning skills, (b) other work related skills, and (c) specific degree objectives; and, the extent that these skills were demonstrated by graduates in their employment.

This paper addresses the University of Otago surveys.

Keywords: New Zealand; Survey; Transferable skill; Conference paper

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

241

TD/NZ 52.04

Van Hees, Jannie.

Assisting students from non-English speaking backgrounds: some questions primary school teachers frequently ask.

IN: Many voices. Vol. 10, 1997, pp. 4-9

The needs of students from non-English speaking backgrounds (NESB), especially learners new to the learning of English, vary, but for all of them, there is one truth: they all have an enormous need to catch up - not usually cognitively, but in the language that is the medium of learning in our classrooms, in understanding the contexts within a new cultural experience, and in becoming comfortable with hitherto unfamiliar contexts and experiences.

Keywords: New Zealand; Language teaching; Non English speaking; Teaching method

ISSN: 1171-1353

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

242

TD/NZ 52.05

Walker, Ute.

Oh, du lieber augustin, alles 1st hin: but let's not lose the language!

IN: Many voices. Vol. 10,1997, pp. 10-15

In New Zealand, we often distinguish between community languages and foreign languages. But what is a foreign language to one child may be a community language to another and a heritage to a third. The Deutsche Kinderklasse, the German language Saturday school in Palmerston North, was started as an initiative supported by the local branch of the Goethe Society. The society had already offered German language evening classes to adults. The author is the teacher and co-ordinator of these but became aware of a need for German beyond that for foreign and second language learning. With inquiries for children's classes increasing from families who had emigrated to New Zealand and were looking for a way to assist their children in keeping their first language, a new approach was needed to cater for those first language needs. This article describes the nature of these classes as well as problems encountered and progress made. It is hoped that the practical classroom applications described might be useful for other community language nests.

Keywords: New Zealand; Language teaching; Community programme; Deutsche Kinderklasse

ISSN: 1171-1353

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand

243

TD/NZ 52.06

Tuafuti, Patisepa.

Teaching practices for bilingual classrooms: which are most successful?

IN: Many voices. Vol. 10,1997, pp. 15-19

Which teaching practices are the most successful in bilingual classrooms? A study of Samoan students at Robertson Road School in Mangere starts to give us some of the answers. The author hopes that this study will stimulate classroom teachers to look more deeply into the problem of assisting bilingual students with effective educational experiences within our educational system and that teachers will explore a range of bilingual classroom teaching methodologies and then select the one that best caters for each bilingual learner's needs.

Keywords: New Zealand; Teaching method; Classroom instruction; Language teaching

ISSN: 1171-1353

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand

244

TD/NZ 52.07
Smith, Hilary A.

Linguistic and educational background of the Lao: a resource for teachers.

IN: Many voices. Vol. 10, 1997, pp. 19-24

There are over a thousand Lao people living in New Zealand, many of them students in New Zealand schools. This article provides background information on the Lao, their language and cultural background. The second section offers suggestions for classroom practice to aid in the teaching of Lao students.

Keywords: New Zealand; Language teaching; Lao Republic
ISSN: 1171-1353

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand

245

TD/NZ 52.08
Smyth, John.

Remaking teaching: ideology, policy and practice.

IN:Keynotes 18th annual conference, 5-8 December 1996, Nelson, New Zealand. New Zealand Association for Research in Education.
[Christchurch, New Zealand]: New Zealand Association for Research in Education, 1996. pp. 11-24

The bold educational policy experiment, embarked upon around the world over the past decade, of redrawing the boundaries around teaching through educational reform and restructuring is in deep and possibly terminal trouble. Teachers are reeling from the effects of poorly conceptualised reform policies that have literally torn the heart out of their work. We have gone considerably beyond the point of waving an accusing finger at an occupational group who are allegedly unable to cope with change. The focus needs to be put squarely on the policies ushered into public schools and whether these have really worked or if the professional, social and personal costs have been too high.

Keywords: New Zealand; Teaching; Educational reform; Conference paper

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

246

TD/NZ 52.09
Bell, Beverley.

Teacher development in science education: policy-to-practice and practice-to-policy.

IN:Keynotes 18th annual conference, 5-8 December 1996, Nelson, New Zealand. New Zealand Association for Research in Education.
[Christchurch, New Zealand]: New Zealand Association for Research in Education, 1996. pp. 25-37

The view of teacher development discussed in this paper was developed from the data and data analysis of the Learning in Science Project (Teacher Development). This three year research project (1990-1992) was funded by the New Zealand Ministry of Education and investigated the development of some forty-eight New Zealand primary and high school teachers of science as they learnt new teaching activities that enabled them to take into account students' thinking as researched by the previous Learning in Science Projects. The three aspects of teacher development discussed in this paper arose from a consideration of the teachers' self-report data, the author's experiences in teacher development and the current literature. This paper describes teacher development as professional, social and personal development. The initial portion of the paper considers these three aspects of development using illustrations from the research project's data. The second part of the paper focuses on the implications of this view of teacher development for the implementation of curriculum policy into classroom practice and for the ongoing contribution of teachers to the development of curriculum policy.

Keywords: New Zealand; Teacher training; Conference paper

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

247

TD/NZ 52.10
Harawira, Wai ... [et al.].

Te Poutama Pounamu Research Whanau: relationships and outcomes.

IN:Keynotes 18th annual conference, 5-8 December 1996, Nelson, New Zealand. New Zealand Association for Research in Education.
[Christchurch, New Zealand]: New Zealand Association for Research in Education, 1996. pp. 49-56

This paper discusses some processes and outcomes of research undertaken by a research whanau at the Poutama Pounamu Education Research Centre in Tauranga. The whanau includes kaumatua/kuia, Maori teachers, Maori staff members from the New Zealand Special Education Service, as well as Maori students and a tauiwi researcher. The whanau has therefore attempted to address issues of self determination and legitimation from within a kaupapa Maori perspective as it has been developing and trialing learning resources for Maori students and their teachers and families.

Keywords: New Zealand; Maori; Te Poutama Pounamu Research Whanau; Educational resources; Conference paper

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

248

TD/NZ 52.11
Reid, Maureen; Lewis-Parker, Nancy.

Assessment of prior learning staff handbook.

Auckland: Auckland Institute of Technology, 1996. 12, 6, [8] p.

It is the intent of this handbook to familiarise staff with the policy and procedures for assessment of prior learning or recognition of prior learning (RPL). The contents include: What is RPL?, the NZ position, Reasons for RPL (both staff and student issues), Glossary of terms, AIT procedural model, The portfolio, Assessment of portfolio, Schedule of fees.

Keywords: New Zealand; Recognition of prior learning; Auckland Institute of Technology; Manual

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

249

TD/NZ 52.12
Hinemoana, Pania; Ellison, Victoria.
Manipulation of Maori voice: a kaupapa Maori analysis of the Picot policy process.
Wellington: Department of Education, Victoria University of Wellington, 1994. 122 p.
(He parekereke: occasional publications series, v.6 no.5)

This thesis applies Hirschman's concept of voice and Freire's ideas about manipulation to argue that Maori voice is manipulated within the NZ bureaucratic context and that Maori voice was manipulated throughout the Picot policy process. Fundamentally informed by the change theory of kaupapa Maori, the thesis reviews the colonisation of Aotearoa, arguing that the various colonisation processes created the contemporary bureaucratic context of unequal power relations in which Maori voice is constantly vulnerable to manipulation.

The thesis further seeks to critically analyse the fourth Labour government's term in power and argues that, despite Labour's professed commitment to addressing Maori grievances and to ensuring policy-making through extensive consultation, the response of this government to Maori voice throughout the Picot policy process was comparable to the way in which the Pakeha state has always responded to Maori interests.

The Maori submissions to the Picot Taskforce and the Maori response to David Lange's "write me" invitation are examined to ascertain exactly what Maori people's stated needs were during this time. The analysis of the government's response reveals examples of manipulation. Finally the thesis discusses two options for change that Smith has identified as urgent projects for policy developers.

Keywords: New Zealand; Academic achievement; Maori

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

250

TD/NZ 52.13
U, Alice.
Working with Asian students.
Auckland: Centre for Staff & Educational Development, Auckland Institute of Technology, 1997. xi, 46 p.

This guidebook is one of a series developed to promulgate best practice across the institute. The series aims to improve the quality of learning and teaching in AIT by assisting lecturers to design and deliver quality programmes. This guidebook has been developed and written to provide staff with practical classroom strategies to improve the teaching of students in multi-cultural classes at AIT. Specifically it explores ways of working with Asian students.

To some readers, this book may contain reassurances of the good teaching practices that are already in use. To others, it may provide answers to some perplexing questions. In general, the guidebook is intended to pose questions on what kind of materials, learning strategies and teaching styles to develop next to suit better the different Asian students in classes.

Keywords: New Zealand; Foreign student; Asian

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

251

TD/NZ 52.14
Mead, Sidney Moko.
New initiatives for Maori at tertiary level institutions.
IN:Landmarks, bridges and visions: aspects of Maori culture. Mead, Sidney Moko (Ed.)
Victoria University Press, 1997.
pp. 54-63

This paper was presented at a tertiary education conference held at the Plaza International Hotel in Wellington in 1995. Since 1990 there had been further developments in tertiary education. The establishment of wananga had been included in the Education Amendment Act 1990 and by 1995 at least two had been established, one at Otaki and the other at Te Awamutu. A third, Te Whare Wananga o Awanuiarangi, was in the process of becoming registered. This article is about wananga and what we expect of them.

Keywords: New Zealand; Higher education; Future; Maori; Whare wananga

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

252

TD/NZ 52.15
Penetito, Wally.
He koingo mo te pumahara: memory and scholarship for a liberating pedagogy.
IN:He paepae korero: research perspectives in Maori education.
Webber, Bev (comp.)
Wellington: New Zealand Council for Educational Research, 1996.
pp. 1-18

He koingo mo te pumahara means a hunger for memory, a yearning for those things of the past to be brought into the present. It asserts the need to maintain and promote Maoritanga in teacher education.

This paper is divided into four parts. The first part discusses what the author thinks Maori teachers of the future will bring to the job. The second part is a discussion about indigenous peoples' education. Maori teacher education needs to be analysed comparatively, and there is ideological and cultural continuity between Maori and other indigenous peoples. This is not to undervalue the historical and other continuities derived from familiarlity which Maori and Pakeha share but rather to complement that background. The third part of the paper places Maori teacher education within the wider context of teacher education in general. The final part summarises the author's experiences during his first eight months at the Wellington College of Education in 1993 during which time he worked toward the notion of a liberating pedagogy through the application of memory and scholarship.

Keywords: New Zealand; Teacher training; Teaching method; Pedagogics; Maori

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

253

TD/NZ 52.16
Glynn, Ted ...[et al.].

Bilingual gains for tutors and tutees in a Maori reading programme.

IN:He paepae korero: research perspectives in Maori education.
Webber, Bev (comp.)
Wellington: New Zealand Council for Educational Research, 1996.
pp. 35-58

Twenty-six tuakana-teina (tutor-tutee) pairs and eight control students in Maori medium and mainstream classes at a large intermediate school participated in a 10-week reading tutoring programme in Maori. They were assisted by a research team. 56 of the 60 students were of Maori descent and their mean age was 12 years 5 months. They had between 0 and 5 years experience in Maori medium education.

Tuakana were trained to tutor their teina with the Tatari Tautoko Tauawhi (Pause Prompt Praise) procedures. Pre and post measures were taken of tuakana implementation of the procedures, and of teina and tuakana reading of both Maori and English texts. These measures included text level, correct and incorrect reading rate, and comprehension on both Maori and English. Qualitative comments about the programme were also gathered from students and teachers.

Results indicated that tuakana readily increased their rates of tatari (pause) and tauawhi (praise) as well as haere tonu (read on) and ata titiro (letter sound) prompts, but utilised very few kia marama ai (meaning) prompts. Results indicated clear gains for both teina and tuakana in terms of reading level, reading rate and comprehension on both Maori and English texts. Both students and teachers expressed satisfaction and positive views about their participation in the programme.

Keywords: New Zealand; Language teaching; English; Maori; Teaching method

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

254

TD/NZ 52.17
Kent, Leeana.

Assessment for Maori students in science within a bilingual unit.

IN:He paepae korero: research perspectives in Maori education.
Webber, Bev (comp.)
Wellington: New Zealand Council for Educational Research, 1996.
pp. 89-108

The place of assessment in the educational environment of the 1990s is discussed and a research project which examines interviewing as a valid assessment strategy is described. The research showed that an interview was a more valid form of assessment of the cognitive understanding of the Maori students than the written assessment task. The interviews also benefited the students by being a teaching tool, improving their learning. The written assessment revealed student weaknesses in some of the skills essential for this form of assessment, including reading, writing, conceptualisation of the assessment task, and the structuring of responses. However, through interviewing, where the researcher rephrased the interview questions, used analogies, and explored student responses, both written and oral, a clearer picture of the student understanding about the phenomenon of heat was achieved.

Keywords: New Zealand; Evaluation; Interview; Maori

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

255

TD/NZ 52.18
Benton, Richard.

Towards a languages policy for New Zealand education.

IN:He paepae korero: research perspectives in Maori education.
Webber, Bev (comp.)
Wellington: New Zealand Council for Educational Research, 1996.
pp. 123-134

Although a national languages policy had not yet been formulated, developments during 1994 indicated that at least some of the key recommendations of the 1992 discussion document, *Aotearoa: speaking for ourselves*, had been incorporated in official policy. Draft curriculum statements were launched for Spanish, English, Chinese (Mandarin), and Maori (including mathematics and science taught through Maori). Both the Minister of Education and the Prime Minister stressed the economic importance of developing competence in key foreign languages among New Zealanders. Some attention was paid to community languages but major emphasis was given to English, Maori and commercially significant foreign languages. Although the position of Maori as an official language seemed to be universally recognised and assured, serious deficiencies in the effectiveness of measures being taken to revitalise the language were highlighted. Among these, inadequacies in teacher training and resource development attracted comment from Maori groups and from several official agencies.

Keywords: New Zealand; Language; Policy statement

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

81

256

TD/NZ 52.19
Aspin, Clive.

Learning mathematics in Maori.

IN:He paepae korero: research perspectives in Maori education.
Webber, Bev (comp.)
Wellington: New Zealand Council for Educational Research, 1996.
pp. 135-142

A class of Maori children who were taught in Maori have demonstrated that their mathematics achievement was superior to that of their peers at a neighbouring school who were taught in English. Within the context of 1995, the Year of Maori Language, this study compares these two groups of Maori children. The first language of both groups was English but the group which performed better at mathematics had received all their instruction in their second language, Maori.

Keywords: New Zealand; Language; Mathematics; Teaching method

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

257

TD/NZ 52.20
Bishop, Russell.

Addressing issues of self-determination and legitimation in kaupapa Maori research.

IN:He paepae korero: research perspectives in Maori education.
Webber, Bev (comp.)
Wellington: New Zealand Council for Educational Research, 1996.
pp. 143-160

This paper discusses how issues of self-determination and legitimation of research texts are addressed in practice within an indigenous Maori approach to research, and how such considerations may impact on the Western trained and positioned researcher. One fundamental understanding to a Maori approach to research is that it is the discursive practice that is kaupapa Maori that positions researchers in such a way as to operationalise self-determination for research participants. This is because the cultural aspirations, understandings and practices of Maori people govern the way they organise the research process. Further, the associated research issues of initiation, benefits, representation, legitimation and accountability are addressed and understood in practice by practitioners of kaupapa Maori research through the development of a participatory mode of consciousness.

Keywords: New Zealand; Research method; Maori

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

258

TD/NZ 52.21
Tobias, Robert.

What do adult and community educators share in common?

IN:Fourth sector: adult and community education in Aotearoa/New Zealand.
Benseman, J ; Findsen, B ; Scott, M. (eds.)
Palmerston North, New Zealand: Dunmore Press, 1996. pp. 38-64

In the light of the diversity of aims, purposes, roles, functions and degrees of commitment of the people and organisations involved in facilitating and promoting adult and community learning, the aim of this chapter is to look at some of the different ways in which those engaged in adult and community education have in the past interpreted the nature and scope of the field. We shall also examine some of the forces that have shaped these different understandings, interpretations and perspectives. When we have done this the author hopes that we will be in a better position to answer the following kinds of questions: given the diversity, is there anything worthwhile that all those engaged in adult and community learning share in common? If so, what is it? And if not, should we abandon talk of an all-encompassing field of adult and community education, embracing everyone engaged in facilitating or promoting adult and community education, and rather focus our attention on bringing together those segments of the field that do share something worthwhile in common? And if the latter, how narrow or how broad should the focus be?

Keywords: New Zealand; Adult education; Community

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

259

TD/NZ 52.22
Hindmarsh, Jennie Harre.

Mapping the field in the 1990s.

IN:Fourth sector: adult and community education in Aotearoa/New Zealand.
Benseman, J ; Findsen, B; Scott, M. (eds.)
Palmerston North, New Zealand: Dunmore Press, 1996. pp. 65-76

Adult and community education is mapped in relation to the range of sites through which learning opportunities are provided - local community groups and voluntary organisations, national community organisations, schools, tertiary institutions and places of paid employment. At the same time, some comments are provided on the patterns of participation in and sources of funding for learning opportunities offered through these sites. Attention is then turned to outline the key policy and funding issues which currently preoccupy the fourth sector in Aotearoa/New Zealand.

Keywords: New Zealand; Adult education; Community; Trend

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

260

TD/NZ 52.23
McCarthy, Maarie.

He hinaki tukutuku: the baited trap: whare wananga: tensions and contradictions in relation to the state.

IN:Fourth sector: adult and community education in Aotearoa/New Zealand.
Benseman, J ; Findsen, B ; Scott, M. (eds.)
Palmerston North, New Zealand: Dunmore Press, 1996. pp. 81-94

The movement by people to develop institutions outside the mainstream typifies what resistance theorists call the power of human agency, that is, the power of the people to negotiate and/or resist, whether it be in a passive or active form, as opposed to merely accepting and conforming to dominating forces.

The beginning of the 1980s is a significant period in Maori educational history, for it is the decade that marks the development of a number of Maori educational initiatives that reflect the power of Maori human agency. The primary focus of this chapter is an examination of contemporary forms of whare wananga.

Remodelled from a traditional concept, these contemporary forms of higher education generally share in common a number of key features. First, they have usually been established in response to the traditionally poor participation rates of Maori within the higher educational arena. Second, they are institutions whose ideological base is either distinctly Maori or more specifically iwi-focused. Consequently, these organisations possess a strong Maori or iwi-specific ethos which permeates every facet of them. Last, whare wananga generally sit within a wider iwi or pan-tribal plan as one of the may cogs which contribute to the attainment of the overarching goal of rangatiratanga.

Keywords: New Zealand; Maori; Whare wananga; Higher education

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

261

TD/NZ 52.24
Herzog, Christine.

Toward a sustainable relationship: Pakeha and Tangata Whenua in adult and community education.

IN:Fourth sector: adult and community education in Aotearoa/New Zealand.
Benseman, J ; Findsen, B ; Scott, M. (eds.)
Palmerston North, New Zealand: Dunmore Press, 1996. pp. 127-135

In the first part of the essay some models of possible relationships between Pakeha and Tangata Whenua are outlined. The author then briefly discusses how they relate to educational policy in Aotearoa/New Zealand. Finally, a case is made for the self-determination model, as at least an intermediate objective in establishing a sustainable relationship.

Keywords: New Zealand; Adult education; Community; Educational policy; Maori

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

262

TD/NZ 52.25
Scott, Miriama.

So, whose logic is it anyway: the dilemma of working as a person of iwi descent in a tertiary education institution.

IN:Fourth sector: adult and community education in Aotearoa/New Zealand.
Benseman, J ; Findsen, B ; Scott, M. (eds.)
Palmerston North, New Zealand: Dunmore Press, 1996. pp. 136-145

If logic is the science of reasoning then whose logic prevails when a person of iwi descent is employed as a facilitator of learning by a tauiwi tertiary educational institution? In order to answer this vexed question, the following discussion will examine the notions of the self, identity and cultural safety within the context of learning.

Keywords: New Zealand; Maori; Learning process; Cultural factor

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

263

TD/NZ 52.26
Law, Michael.

Workers' education and training in a new environment.

IN:Fourth sector: adult and community education in Aotearoa/New Zealand.
Benseman, J ; Findsen, B ; Scott, M. (eds.)
Palmerston North, New Zealand: Dunmore Press, 1996. pp. 159-176

The purpose of this chapter is to trace and analyse recent developments in workers' education and training. It examines those changes in an historical and theoretical context that has regard to both domestic and international influences and the interaction between them. The central theme of the chapter is that the ideology of the market has squeezed the democratic dimension out of workers' education and training and that this has important implications for the field of adult education. The analysis is presented in three sections. The first introduces some theoretical ideas and highlights some major characteristics of the welfare state era; the second briefly describes and evaluates the TUEA experiment; the third examines developments in the 1990s. The chapter ends with a set of formative conclusions.

Keywords: New Zealand; Workers education; Trend; Adult education

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

264

TD/NZ 52.27
Moore, Liz.

Workplace literacy: issues and trends in Aotearoa/New Zealand.

IN:Fourth sector: adult and community education in Aotearoa/New Zealand.
Benseman, J ; Findsen, B ; Scott, M. (eds.)
Palmerston North, New Zealand: Dunmore Press, 1996. pp. 177-192

The relatively new domain of workplace literacy education is likely to be less familiar territory. This chapter aims to introduce readers to this developing arena of literacy practice, by exploring the context which gave rise to its existence and by reflecting on some of the issues its existence has highlighted.

Keywords: New Zealand; Literacy; Adult education

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

265

TD/NZ 52.28
Findsen, Brian; Hindmarsh, Jennie Harre.

Adult and community education in the universities.

IN:Fourth sector: adult and community education in Aotearoa/New Zealand.
Benseman, J ; Findsen, B ; Scott, M. (eds.)
Palmerston North, New Zealand: Dunmore Press, 1996. pp. 193-209

In this chapter we initially trace the development of centres for continuing education nationally from an historical perspective and then endeavour to identify their current characters. Next, within the context of prevailing political, economic and social factors, we examine contemporary developments with special reference to models which have emerged for delivery of university adult and community education and issues of mainstreaming or marginalisation, existing curricula and participation.

Keywords: New Zealand; Adult education; Educational resources

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

266

TD/NZ 52.29
Zepke, Nick.

Role of polytechnics in community education.

IN:Fourth sector: adult and community education in Aotearoa/New Zealand.
Benseman, J ; Findsen, B ; Scott, M. (eds.)
Palmerston North, New Zealand: Dunmore Press, 1996. pp. 210-222

Polytechnics, a fractious family of 25 institutions, have very different approaches to adult and community education. This chapter sketches briefly how such differences emerged. In greater detail, it examines the impacts on adult and community of the post-compulsory education reformation of 1989. Discussion then turns to the various guises of adult and community education. The Wairarapa Community Polytechnic is used as a case study to explain why some withered and others prospered. Finally, the chapter turns to the future; a future in which polytechnics only have a small role in adult and community education.

Keywords: New Zealand; Adult education; Community; Trend; Future

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

267

TD/NZ 52.30
Benseman, John.

Continuing professional education.

IN:Fourth sector: adult and community education in Aotearoa/New Zealand.
Benseman, J ; Findsen, B ; Scott, M. (eds.)
Palmerston North, New Zealand: Dunmore Press, 1996. pp. 234-246

The acceptance of an initial professional education as being sufficient to provide the skills and knowledge for a professional's working life has gone. There is abundant evidence that virtually every professional group now takes lifelong education seriously as an essential requisite for achieving and maintaining desired levels of professional competence throughout a professional's working life. Over the past 20 years this change in attitude has led to a huge increase in the provision of continuing professional education (CPE) and has spawned a considerable education expertise and professional literature of its own.

Keywords: New Zealand; Continuing education; Professional knowledge

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

268

TD/NZ 52.31
Findsen, Brian.

Developing educational programmes for adults.

IN:Fourth sector: adult and community education in Aotearoa/New Zealand.
Benseman, J; Findsen, B; Scott, M. (eds.)
Palmerston North, New Zealand: Dunmore Press, 1996. pp. 263-273

In this chapter the author outlines some common understandings of the term programme before exploring conventional practice of programme development in New Zealand. Next, models of programme development and an evaluation of their relative effectiveness is given. Issues of developing programmes will be investigated from the perspective of the sociology of knowledge in relation to current practice using examples from the author's work. Finally, the author points to a more radical paradigm for practice based on the work of Freire (1984) which may assist the more marginalised peoples of Aotearoa/New Zealand to have their voices heard.

Keywords: New Zealand; Adult education; Curriculum development

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

269

TD/NZ 52.32
Benseman, John.

Participation in the fourth sector.

IN:Fourth sector: adult and community education in Aotearoa/New Zealand.
Benseman, J ; Findsen, B ; Scott, M. (eds.)
Palmerston North, New Zealand: Dunmore Press, 1996. pp. 274-284

The issue of who participates in adult and community education is much more commonly debated in this sector of education than any other. At the heart of the issue of participation in adult and community education is a concern for equality of opportunity, or equity of access to a range of educational provision.

Keywords: New Zealand; Adult education; Access to education

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

270

TD/NZ 52.33
Mills, Colleen.
Experience of adult learning.
IN:Fourth sector: adult and community education in Aotearoa/New Zealand.
Benseman, J ; Findsen, B ; Scott, M. (eds.)
Palmerston North, New Zealand: Dunmore Press, 1996. pp. 285-296

Learners interact with the social, psychological and physical environment or learning milieu to create their learning experience. This chapter explores the state of our local knowledge of adult learning experiences before examining a range of factors that learners and researchers suggest are important for understanding these experiences. The chapter concludes by describing a change in perspective for adult educators that could increase the available local knowledge on adults' learning experiences.

Keywords: New Zealand; Adult education; Learning experience

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand

271

TD/NZ 52.34
Findsen, Brian.
Education of adult and community educators.
IN:Fourth sector: adult and community education in Aotearoa/New Zealand.
Benseman, J ; Findsen, B ; Scott, M. (eds.)
Palmerston North, New Zealand: Dunmore Press, 1996. pp. 297-312

This chapter entails a description and analysis of selected features of the education (predominantly training) of adult educators in this country. In particular, a recent historical perspective of the training of adult educators is presented, a snapshot of current practice is portrayed and selected issues analysed.

Keywords: New Zealand; Adult education; Teacher training

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

272

TD/NZ 52.35
Benseman, John.
Research and evaluation.
IN:Fourth sector: adult and community education in Aotearoa/New Zealand.
Benseman, J ; Findsen, B ; Scott, M. (eds.)
Palmerston North, New Zealand: Dunmore Press, 1996. pp. 313-324

While it is accepted that not all research is inherently insightful, educators of adults who make changes based on research evidence are much more likely to produce more effective practice than practitioners who base their practice on personal opinion about what might or might not be a good idea. An important quality of research therefore lies in its ability to bring about improved practice and increased professional competence. Given the potential contribution that research can make to the fourth sector of adult and community education, what has been achieved to date and what is the potential for its future development? This chapter provides an overview of these topics in relation first to research generally and then to evaluation.

Keywords: New Zealand; Adult education; Research

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

273

TD/NZ 52.36
Stalker, Joyce.
New Zealand adult and community education: an international perspective.
IN:Fourth sector: adult and community education in Aotearoa/New Zealand.
Benseman, J ; Findsen, B ; Scott, M. (eds.)
Palmerston North, New Zealand: Dunmore Press, 1996. pp. 365-380

This chapter is presented in three sections. First, it explores three major international forces which currently create the context within which adult educators undertake their practice, create policies and conduct research and theorisation. Second, it presents the traditional responses of the field to these forces and argues for a new approach and considers the unique Aotearoa/New Zealand location which must be considered as this response is activated. The chapter finishes with a brief summary and concluding statements.

Keywords: New Zealand; Adult education; International

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

274

TD/NZ 52.37
Benton, Richard; Benton, Nena; Swindells, James; Chrisp, Tipene.
Unbroken thread: Maori learning and the National Qualifications Framework.
Wellington: New Zealand Council for Educational Research, 1995. vii, 55 p.

This report was commissioned to present a coherent set of relevant level descriptions, organised in a coherent range, and based on Maori learning and teaching principles. These descriptions would be suitable for use across the range of general and vocational units for courses taught in Maori and/or employing Maori teaching and learning principles. The descriptors were to be used to assign Maori units and qualifications to levels in the National Qualifications Framework.

Chapter 1 provides information about traditional Maori educational theory and practice. Chapter 2 covers modern Maori principles of teaching and learning. The material from chapters 1 and 2 is related to the technical question of descriptors for the assigning of Maori units to levels within the Framework in chapter 3. There is no attempt to justify the Framework or the idea of levels for qualifications and their component units and unit standards. In chapter 3, three criteria are suggested to be added to the sets of descriptors at each level for Maori units within the Framework, and also modifications to other descriptors to form a complete set of descriptors for assigning Maori units to levels. In chapter 4 possible structures are suggested with corresponding descriptors, for Maori qualifications within the Framework. The conclusions are within chapter 5.

Keywords: New Zealand; National; Standard; Learning; New Zealand Qualifications Framework; Maori

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

275

TD/NZ 52.38
New Zealand. Ministry of Education.
Assessment: policy to practice.
Wellington: Learning Media, 1994.52p.

This handbook aims to give an overview of assessment and evaluation, and to list the issues which schools need to consider when developing an assessment policy. It is addressed mainly to school principals and staff who are involved in developing the school's assessment policy. The handbook aims to assist each school to develop an assessment policy which will enable students' learning and the quality of learning programmes to be improved through sound assessment.

It covers issues relating to: the purposes of assessment and their underlying principles; types of assessment; meeting national assessment requirements; planning and conducting assessment in the classroom; recording information on students' achievement; reporting to students and parents; the development and implementation of an assessment policy.

Keywords: New Zealand; Evaluation; Manual

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

276

TD/NZ 52.39
McCarthy, Marie Barbara.
He hinaki tukutuku: rangatiratanga, whare wananga and the state.
Wellington: Victoria University of Wellington, 1994. vi, 157 p.

In response to a state education system which has over the years failed to adequately cater for Maori needs, Maori have in more recent years moved outside of the state system to develop their own higher educational institutions, contemporary forms of whare wananga. This thesis examines the impact of the New Right state on the notions of self-determination, autonomy and rangatiratanga through the study of three whare wananga. Under the Education Amendment Act 1990 whare wananga have the option to be included under the auspices of the state, and as such, qualify to receive state funding. The issue of funding is a major consideration for these institutions, which in some cases is the determining factor of their existence. The option to be considered under legislation is an attractive and in some instances a necessary choice. There are a number of costs to bear as a result of either arrangement. The questions that have been the focus of this thesis are based in this context. To what extent can Maori people be self-determining, autonomous and strive towards rangatiratanga when under the auspices of the state? For those that remain outside of the educational legislative processes, and struggle financially as a result of this decision, what are the implications in terms of self-determination and rangatiratanga?

A thesis submitted to the Victoria University of Wellington in fulfilment of the partial requirements for the degree of Master of Education.

Keywords: New Zealand; Whare wananga; Higher education; Maori

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

277

TD/NZ 52.40
McKinley, Elizabeth Ann.
Writing a science curriculum in Maori.
Wellington: Department of Education, Victoria University of Wellington, 1995. ix, 104 p.

The thesis examines the recent development of curriculum policy in Maori and, in particular, Te Tauaki marautanga putaiao: he tauira (the draft version of Science in the national curriculum: curriculum statement in Maori). These policies written in Maori represent a change in the government official stance on curriculum policy from one providing English only documents to now providing documents written in te reo Maori.

The official policy contained within this document is examined in the context of political and economic changes occurring during, and immediately prior to, the time of development. This thesis contains a critical analysis of the emergence, construction and execution of the writing of this policy and is set within a framework of discourse analysis.

This thesis makes three main arguments: that Maori have had an influence on the emergence and execution of curriculum policy written in Maori; the discourse of scientism is still heavily implicated in the construction of this policy and that Maori knowledge has not been legitimated even though Maori language has been used; the benefits for Maori as a group to come out of this development were in the form of technical language development, teacher development and as a resource for teachers.

A thesis submitted in partial fulfilment of the requirements for the degree of Master of Education at the University of Waikato.

Keywords: New Zealand; Curriculum; Science; Maori

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

APSDIN

278

APSDIN/52.01
Australia TAFE International.
Education and training for industry growth: conference proceedings.
Australia-Indonesia Cooperating in Education and Training: Jakarta, 1995
Canberra: Australian International Education Foundation, 1995. 30, 66p.

This two day bilateral conference was held in Jakarta on 17-18 July, 1995, and focussed on vocational education and training issues. It built on the strong foundation of cooperation established between the Australian and Indonesian governments. The proceedings contain papers in the following areas: Industry's role in training and training reform; Bridging the policy to implementation gap; Matching training to industry needs; Qualifications, recognition and standards; Professional and human resource development; Engagement of industry and the community; Training for industry growth; Tourism and hospitality; Mining and engineering; Telecommunications; Building and construction; Outcomes.

Text in English and Indonesian.

Keywords: Conference; International cooperation; Australia; Indonesia; Industrial growth; Productivity; Training

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook South Australia 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

279

APSDIN/52.02
Philippines. Technical Education and Skills Development Authority. (TESDA)
Technical education and skills development factbook 1997.
Manila: TESDA, 1996. 298 p.

This 1997 factbook retains the inclusion of nine sets of major variables: economic; family income and expenditures; population; labor and employment; establishments; overseas Filipino workers; trade and investments, education and training and international comparative data. Policies and strategies affecting technical/vocational edcuation and training are included, and gender disaggregation, where available, is a special feature of this issue.

Keywords: Technical education; Skill development; TESDA; Philippines; Training system; Statistics

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook South Australia 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

280

APSDIN/52.03
Southeast Asian Ministers of Education Organisation. Regional Centre for Vocational and Technical Education. (SEAMEO VOCTECH)
Study of VTE-industry cooperation in SEAMEO member countries.
Brunei Darussalam: SEAMEO VOCTECH, 1996. 73 p.

This study looks at Vocational and Technical Education (VTE)-industry links in eight participating SEAMEO VOCTECH member countries: Negara Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Philippines, Thailand, and Vietnam. It was instituted to examine the nature and effectiveness of VTE-industry links, using two survey questionnaires administered by national researchers to samples drawn from VTE institutions and industry in each country. The report includes an executive summary and recommendations for building up further links and improving industry acceptance of VTE graduates.

Keywords: Cooperation; Industry; Vocational education; Technical education; SEAMEO VOCTECH; Survey

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook South Australia 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

281

APSDIN/52.04
Organisation for Economic Co-operation and Development. Centre for Educational Research and Innovation. (OECD)
Education at a glance: OECD indicators.
Paris: OECD, 1996. 396 p.

This fourth edition of Education at a glance presents an updated set of the OECD education indicators that covers a wider range of educational domains and is more internationally comparable. The publication was prepared by the Statistics and Indicators Division of the OECD Directorate for Education, Employment, Labour and Social Affairs.

The sections of this document are: Demographic, social and economic context of education; Costs of education and human and financial resources; Access to education, participation and progression; School environment and school/classroom processes; Graduate output of educational institutions; Student achievement and adult literacy; Labour market outcomes of education; Annotated organisation charts of education systems.

Keywords: Statistics; Education; OECD; Educational indicator; Educational system
ISBN: 926415356X

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook South Australia 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

282

APSDIN/52.05
Organisation for Economic Co-operation and Development. Centre for Educational Research and Innovation. (OECD)
Education at a glance: analysis.
Paris: OECD, 1996. 75 p.

This new annual publication

presents a series of concise analyses on policy relevant themes, based upon selected international education indicators (see APSDIN/52.04). It takes up selected themes of importance to governments and analyses their relevance for education policy. It draws mainly on the OECD's own indicators, but brings in relevant external sources where necessary. Issues in this document are: An overview of enrolment and expenditure trends; Educational outcomes: measuring student achievement and adult competence; Transition from school to work; Teachers' pay and conditions.

Keywords: Statistics; Education; OECD; Educational indicator; Educational system; Statistical analysis
ISBN: 926415378

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook South Australia 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

283

APSDIN/52.06
Overseas Vocational Training Association (Japan). (OVTA)
Electronic engineering: textbook.
Chiba, Japan: OVTA, 1997. 105 p.

This text book is written to develop the skills of Japanese staff who are engaged in management, production and services in overseas countries. It is intended to improve the professional skills of leaders and designed so that trainees of various foreign countries can easily understand and learn. This manual explains the fundamentals of electronic engineering in an easy to understand manner through the extensive use of diagrams and illustrations.

Text in English and Japanese.

Keywords: Electronic engineering; Textbook; Japan

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook South Australia 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

284

APSDIN/52.07
Regional Programming Meeting of APSDEP Lead Institutions, Philippines, 23-25 January, 1995.
[Manila?: TESDA?], 1995. 1 v. (various pagings)

This volume contains the papers from the Regional Programming Meeting of APSDEP Lead Institutions, held in the Philippines in 1995. It was organised by APSDEP (Asian and Pacifc Skills Development Programme) in conjunction with TESDA (the Philippines Technical Education and Skills Development Authority). It includes papers from Australia, Philippines, Malaysia, India, Fiji, South Korea, Thailand, OVTA (Japan), Tonga, as well as updates on APSDEP, key note addresses, issues and recommendations and revised criteria for lead institutions.

Keywords: APSDEP; Meeting; Report; Programme; Asia; Pacific region

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook South Australia 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

UNEVOC

285

UNEVOC/52.01
McDonald, Rod; Boud, David; Francis, John; Gonczi, Andrew.
New perspectives on assessment.
Paris: UNESCO, 1997. 45 p.
(Studies in technical and vocational education, no 4)

Assessment is a vital process in vocational education and this book highlights four issues surrounding the issue: the connection between assessment and learning; the need to focus on competence; recognising competence gained outside formal learning; and assessing across many institutions.

Keywords: Assessment; Vocational education; Vocational training; Training evaluation; Quality; Qualifications; Competency based assessment; Recognition of prior learning; RPL

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

286

UNEVOC/52.02
UNESCO. Section for Technical and Vocational Education. Education Section.
Guide for evaluation of technical and vocational education curricula.
Paris: UNESCO, 1997. 142 p.
(Studies in technical and vocational education , no 3)

The purpose of this guide is to help people evaluate technical and vocational education curricula, containing procedures, checklists and forms which enable it to be used widely for extensive evaluations of comprehensive curricula. It can also assist evaluators as they collect, analyse and report information for surveying attitudes, observing programmes or measuring achievement. Since the guide also explains concepts and vocabulary common to evaluation it can be used by both experienced evaluators and novices.

Keywords: Vocational education; Vocational training; Technical education; Evaluation; Curriculum; UNESCO

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

287

UNEVOC/52.03
Bhola, H.S.
Functional literacy, workplace literacy and technical and vocational education: interfaces and policy perspectives.
Paris: UNESCO, 1997. 60 p.
(Studies in technical and vocational education, no 5)

In this book the author

presents current theory and practices in the field of functional literacy, workplace literacy and their relationship to technical and vocational education. It is contended that in order to achieve social reproduction of labor all societies develop suitable institutional arrangements for the delivery of 'Education and Training for Work' (ETW). It is usual that four different settings are used for the delivery of ETW: formal setting essentially for youth; alternative formal setting for working adults and other home-bound learners; non-formal setting for adults (and for working youth and children mainly in the developing world); and informal setting where education and training is passed on unselfconsciously and can be equated with socialisation.

Keywords: Functional literacy; Workplace; Technical education; Vocational education

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

288

UNEVOC/52.04
Miller, Juliet V.; Vetter, Louise.

Vocational guidance for equal access and opportunity for girls and women in technical and vocational education.

Paris: UNESCO, 1997. 102 p.
(Studies in technical and vocational education, no 6)

This book reports on studies carried out over a number of years and across a number of countries relating to vocational guidance and women in technical and vocational education. The book throws up the real challenge of finding ways to reduce the gap between comprehensive national models of vocational guidance and local practice which is created by enduring social and cultural attitudes about the role of women, and offers recommended national strategies to improve career guidance programmes.

Keywords: Women; Access to education; Opportunity; Technical education; Vocational education

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

289

UNEVOC/52.05
Dyankov, A.

Current issues and trends in technical and vocational education.

Paris: UNESCO, 1997. 71 p.
(Studies in technical and vocational education, no 8)

The UNESCO questionnaire, distributed in 1992, focused of the following six major areas of concern: vocational guidance and counseling; promoting the access of women and girls to technical and vocational education; the role of technical and vocational education in enhancing rural development; the promotion of cooperation between technical and vocational education institutions and industrial enterprises; professional preparation of teachers for technical and vocational education; and strengthening of international cooperation in the field of technical and further education. This publication is based on the responses of the Member states enhanced by additional information from recently conducted studies and reports form conferences and meetings organised under the International Project for Technical and Vocational Education, UNEVOC.

Keywords: Technical education; Vocational education; Trend; Questionnaire; Research; Analysis

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

290

UNEVOC/52.06
UNESCO. Section for Technical and Vocational Education. Education Sector.

Promotion of linkage between technical and vocational education and the world of work.

Paris: UNESCO, 1997. 132 p.
(Studies in technical and vocational education, no 10)

This monograph includes the final report of the UNEVOC International Expert Meeting on the Promotion of Linkage between Technical and Vocational Education and the World of Work which was held in Tokyo, Japan from 3-6 February 1997 and the selected country papers submitted by the participants of the meeting.

Keywords: Technical education; Vocational education; Work; Training; Worker; Workplace; Skill; Social change; Technological change

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

291

UNEVOC/52.07
Mishra, A. K.
UNESCO. Principal Regional Office for Asia and the Pacific.

National profiles in technical and vocational education in Asia and the Pacific: regional synthesis.

Bangkok: UNESCO Principal Regional Office for Asia and the Pacific, 1995. 8 p.

This volume is one of a series of UNESCO member country profiles, produced in cooperation between UNESCO Principal Regional Office for Asia and the Pacific, Asia Pacific Centre of Educational Innovation for Development (ACEID) and Colombo Plan Staff College for Technician Education (CPSC). Each paper is designed to provide handy reference information on TVE systems, staff development, technical cooperation and information networking for the country. This volume provides a synthesis of the information contained in the individual reports.

Keywords: Technical education; Vocational education; Country study; ACEID; Asia-Pacific Centre of Educational Innovation for Development; UNEVOC; Colombo Plan Staff College for Technical Education; CPSC; Asia; Pacific region

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

292

UNEVOC/52.08
Takashi, Uematsu.
UNESCO. Principal Regional Office for Asia and the Pacific.
National profiles in technical and vocational education in Asia and the Pacific: Japan.
Bangkok: UNESCO Principal Regional Office for Asia and the Pacific, 1995. 34 p.

This volume is one of a series of UNESCO member country profiles, produced in cooperation between UNESCO Principal Regional Office for Asia and the Pacific, Asia Pacific Centre of Educational Innovation for Development (ACEID) and Colombo Plan Staff College for Technician Education (CPSC). Each paper is designed to provide handy reference information on TVE systems, staff development, technical cooperation and information networking for the country.

Keywords: Technical education; Vocational education; Country study; ACEID; Asia-Pacific Centre of Educational Innovation for Development; UNEVOC; Colombo Plan Staff College for Technical Education; CPSC; Japan

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

293

UNEVOC/52.09
Espino, Iluminada G.;
Radhakrishna, M.
UNESCO. Principal Regional Office for Asia and the Pacific.
National profiles in technical and vocational education in Asia and the Pacific: Malaysia.
Bangkok: UNESCO Principal Regional Office for Asia and the Pacific, 1995. 27 p.

This volume is one of a series of UNESCO member country profiles, produced in cooperation between UNESCO Principal Regional Office for Asia and the Pacific, Asia Pacific Centre of Educational Innovation for Development (ACEID) and Colombo Plan Staff College for Technician Education (CPSC). Each paper is designed to provide handy reference information on TVE systems, staff development, technical cooperation and information networking for the country.

Keywords: Technical education; Vocational education; Country study; ACEID; Asia-Pacific Centre of Educational Innovation for Development; UNEVOC; Colombo Plan Staff College for Technical Education; CPSC; Malaysia

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

294

UNEVOC/52.10
Zuguang, Yu; Zida, Zeng.
UNESCO. Principal Regional Office for Asia and the Pacific.
National profiles in technical and vocational education in Asia and the Pacific: People's Republic of China.
Bangkok: UNESCO Principal Regional Office for Asia and the Pacific, 1995. 15 p.

This volume is one of a series of UNESCO member country profiles, produced in cooperation between UNESCO Principal Regional Office for Asia and the Pacific, Asia Pacific Centre of Educational Innovation for Development (ACEID) and Colombo Plan Staff College for Technician Education (CPSC). Each paper is designed to provide handy reference information on TVE systems, staff development, technical cooperation and information networking for the country.

Keywords: Technical education; Vocational education; Country study; ACEID; Asia-Pacific Centre of Educational Innovation for Development; UNEVOC; Colombo Plan Staff College for Technical Education; CPSC; China

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

295

UNEVOC/51.11
Miravalles, Lemuel M.
UNESCO. Principal Regional Office for Asia and the Pacific.
National profiles in technical and vocational education in Asia and the Pacific: Philippines.
Bangkok: UNESCO Principal Regional Office for Asia and the Pacific, 1995. 30 p.

This volume is one of a series of UNESCO member country profiles, produced in cooperation between UNESCO Principal Regional Office for Asia and the Pacific, Asia Pacific Centre of Educational Innovation for Development (ACEID) and Colombo Plan Staff College for Technician Education (CPSC). Each paper is designed to provide handy reference information on TVE systems, staff development, technical cooperation and information networking for the country.

Keywords: Technical education; Vocational education; Country study; ACEID; Asia-Pacific Centre of Educational Innovation for Development; UNEVOC; Colombo Plan Staff College for Technical Education; CPSC; Philippines

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

296

UNEVOC/52.12
Lee, Young-Hwi.
UNESCO. Principal Regional Office for Asia and the Pacific.

National profiles in technical and vocational education in Asia and the Pacific: Republic of Korea.

Bangkok: UNESCO Principal Regional Office for Asia and the Pacific, 1995. 38 p.

This volume is one of a series of UNESCO member country profiles, produced in cooperation between UNESCO Principal Regional Office for Asia and the Pacific, Asia Pacific Centre of Educational Innovation for Development (ACEID) and Colombo Plan Staff College for Technician Education (CPSC). Each paper is designed to provide handy reference information on TVE systems, staff development, technical cooperation and information networking for the country.

Keywords: Technical education; Vocational education; Country study; ACEID; Asia-Pacific Centre of Educational Innovation for Development; UNEVOC; Colombo Plan Staff College for Technical Education; CPSC; Korea

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

297

UNEVOC/51.13
Hall, William C.
UNESCO. Principal Regional Office for Asia and the Pacific.

National profiles in technical and vocational education in Asia and the Pacific: Australia.

Bangkok: UNESCO Principal Regional Office for Asia and the Pacific, 1995. 14 p.

This volume is one of a series of UNESCO member country profiles, produced in cooperation between UNESCO Principal Regional Office for Asia and the Pacific, Asia Pacific Centre of Educational Innovation for Development (ACEID) and Colombo Plan Staff College for Technician Education (CPSC). Each paper is designed to provide handy reference information on TVE systems, staff development, technical cooperation and information networking for the country.

Keywords: Technical education; Vocational education; Country study; ACEID; Asia-Pacific Centre of Educational Innovation for Development; UNEVOC; Colombo Plan Staff College for Technical Education; CPSC; Australia

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

298

UNEVOC/52.14
Intrakamhaeng, Gobporn.
UNESCO. Principal Regional Office for Asia and the Pacific.

National profiles in technical and vocational education in Asia and the Pacific: Thailand.

Bangkok: UNESCO Principal Regional Office for Asia and the Pacific, 1995. 69 p.

This volume is one of a series of UNESCO member country profiles, produced in cooperation between UNESCO Principal Regional Office for Asia and the Pacific, Asia Pacific Centre of Educational Innovation for Development (ACEID) and Colombo Plan Staff College for Technician Education (CPSC). Each paper is designed to provide handy reference information on TVE systems, staff development, technical cooperation and information networking for the country.

Keywords: Technical education; Vocational education; Country study; ACEID; Asia-Pacific Centre of Educational Innovation for Development; UNEVOC; Colombo Plan Staff College for Technical Education; CPSC; Thailand

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph. +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

299

UNEVOC 52.15
Colombo Plan Staff College. Regional Information Center for Technician Education. (CPSC)

Governing board report to the 36th Colombo Plan Consultative Committee meeting 29-31 October 1996 Colombo, Sri Lanka.

Manila, Philippines: CPSC (RICTE), 1996?. 41 p.

The Biennial report of the Colombo Plan Staff College for Technician Education highlights the achievements of the CPSC for the period 1994-1996. It outlines the corporate plan and identifies the activities which have occurred in conjunction with other international bodies in the region. Recommendations are made concerning future developments.

Keywords: Colombo Plan Staff College for Technician Education; Technical education; Vocational education; CPSC; Report

AVAILABLE FROM: Open Learning Information Materials Clearing House (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8429; fax: (08) 8207 8434.

300

UNEVOC 52.16
Goldman, Sue; Bartram, John; McGachey, Suzanne; Sellick, Claude.
Adelaide Institute of TAFE.

Entrepreneurial skills for small business: a textbook developed by Adelaide Institute of TAFE for the exemplar curriculum.

Adelaide, S. Aust.: 1997. 106 p.

Small businesses provide many of the goods and services that large corporations cannot. For this reason there is a need for people to develop the skills necessary to become self-employed and small business managers.

This textbook focuses on the skills necessary for someone to be an entrepreneur. The course begins by exploring what it takes to be an entrepreneur and how to develop the necessary skills. Choosing the right type of business, planning and researching are discussed. Financial management and evaluating and reviewing a business are also covered.

Keywords: Entrepreneur; Small scale industry; Curriculum; Business skill

AVAILABLE FROM: Open Learning Information Materials Clearing House (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8429; fax: (08) 8207 8434. Quote: AD OL 374.012 E611 1997.
Other sources: Adelaide Institute of TAFE, UNEVOC Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8220; fax: (08) 8207 8249.

301

UNEVOC 52.17
Colombo Plan Staff College for Technician Education. (CPSC)
End of course report.
Sub-regional course on computer communications and networking in TVET: Adelaide, South Australia, 26 May - 6 June 1997
1997. Unpublished. 22 p.

The sub-regional course on computer communication and networking on TVET was held at Adelaide Institute of TAFE on 26 May to 6 June 1997. Organised by the Colombo Plan Staff College for Technician Education, the aim of the course was to explore the use of computer communications and networking technologies in the delivery of both off and on campus courses.

Participants represented Malaysia, Singapore, Thailand, Indonesia, Philippines, Korea, Fiji and Papua New Guinea.

Keywords: Technical education; Vocational education; Conference report; Colombo Plan Staff College for Technician Education; CPSC; Educational technology

AVAILABLE FROM: Open Learning Information Materials Clearing House (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8429; fax: (08) 8207 8434.

302

UNEVOC 52.18
Indonesia. Ministry of Education and Culture.
Indonesia education statistics in brief 1995/1996.
Jakarta: Ministry of Education and Culture, 1997. 125 p.

This publication is produced annually and provides statistical data and tables on different levels of education in Indonesia, for example pre-school education, basic education, secondary education and higher education. Also provided is a brief introduction to the national education system in Indonesia which includes the units, paths, types and levels of education.

Keywords: Statistics; Statistical data; Indonesia; Ministry of Education and Culture; Education; Statistical table
ISSN 1410-1556

AVAILABLE FROM: Open Learning Information Materials Clearing House (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8429; fax: (08) 8207 8434.

303

UNEVOC 52.19
Rafique, Abdur.
Challenge of TVE for human resource development: policy planning strategy.
Bangladesh: Bangladesh Technical Education Board, 1996. 104 p.

In this book the author describes how planners and organisers for human resource development in TVE (technical and vocational education) have to act within the given parameters such as resource constraints, state of administration, political will, and socio-economic milieu.

He presents the findings of analysis, synthesis of data and statement of facts from different studies and reports on the TVE system and the job market of the TVE graduates in the way that should help in the policy planning of TVE and reforming the job market for the skilled manpower.

Keywords: Technical education; Vocational education; Bangladesh; Human resource development
ISBN: 9843002407

AVAILABLE FROM: Open Learning Information Materials Clearing House (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8429; fax: (08) 8207 8434.

304

UNEVOC 52.20
Indonesia. Ministry of Education and Culture.
Education development in Indonesia.
Jakarta: Office of Educational and Cultural Research and Development, 1997. 143 p.

This document provides an overview of the education system in Indonesia by discussing the following areas: development of education during the first 25 year long term development period, and the perspective of the second 25 year long term development on education.

Keywords: Indonesia; Educational development; Planning; Ministry of Education and Culture
ISBN: 9794012963

AVAILABLE FROM: Open Learning Information Materials Clearing House (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8429; fax: (08) 8207 8434.

305

UNEVOC 52.21
Country papers.
Regional Workshop UNEVOC Clearing House and Electronic Network: Bandung, Indonesia, 22-26 July 1997
1997. Unpublished. 1 volume (various pagings).

The workshop on the UNEVOC Clearing House and Electronic Network was held in Bandung, Indonesia from 22-26 July 1997. This was the third workshop sponsored by UNESCO in collaboration with Adelaide Institute of TAFE and the National Centre for Vocational Education Research. This is the collection of country papers from Bangladesh, China, Fiji, Korea, Indonesia, Malaysia, Nepal, Papua New Guinea and the Philippines.

See UNEVOC 52.23 for the full workshop report and UNEVOC 52.22 for the country paper from India.

Keywords: Technical education; Vocational education; UNESCO; UNEVOC; Country paper; Bangladesh; Peoples Republic of China; Fiji; Indonesia; Republic of Korea; Malaysia; Nepal; Papua New Guinea; Philippines

AVAILABLE FROM: Open Learning Information Materials Clearing House (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8429; fax: (08) 8207 8434.

306

UNEVOC 52.22
Mehrotra, V.S.

Country paper: India: networking of vocational education in India: a viable alternative to coordination.

Regional Workshop UNEVOC Clearing House and Electronic Network: Bandung, Indonesia, 22-26 July 1997
1997. Unpublished. 25 p.

The workshop on the UNEVOC Clearing House and Electronic Network was held in Bandung, Indonesia from 22-26 July 1997. This was the third workshop sponsored by UNESCO in collaboration with Adelaide Institute of TAFE and the National Centre for Vocational Education Research. This is the country paper for India. For the following country papers see UNEVOC 52.21: Bangladesh, Peoples Republic of China, Fiji, Indonesia, Republic of Korea, Malaysia, Nepal, Papua New Guinea and the Philippines.

See UNEVOC 52.23 for the full workshop report.

Keywords: Technical education; Vocational education; UNESCO; UNEVOC; Country paper; India

AVAILABLE FROM: Open Learning Information Materials Clearing House (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8429; fax: (08) 8207 8434.

307

UNEVOC 52.23
Booker, Di; Hayman, Sarah.

UNEVOC Clearing House and Electronic Network: report of the third regional workshop.

Adelaide: Adelaide Institute of TAFE, 1997. 31 p.

This is the report of the third regional workshop held in Bandung, Indonesia. The workshop confirmed the commitment of UNEVOC Centres in the Asia Pacific region to establish and maintain the Clearing House and database begun in 1995. The report includes action plans and recommendations for the future of the network.

Keywords: Technical education; Vocational education; UNESCO; UNEVOC; Conference report; Network; Information centre; Technical Education Development Centre

AVAILABLE FROM: Open Learning Information Materials Clearing House (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8429; fax: (08) 8207 8434.

308

UNEVOC 52.24
Qureshi, M.A.

Recent innovations in the training of teachers/trainers in TVET in Asia and the Pacific.

IN: CPSC quarterly Vol. 23,(1), March 1997, p. 7-8, 10-11

This article is an excerpt from a paper presented at the International Round Table on Training of Teachers/Trainers in Technical and Vocational Education, Brazil, 7-10 April 1997.

The paper summarises the emerging social and political issues in Asia and the Pacific which have been identified as factors which will influence technical and vocational education in the region.

Keywords: Technical education; Vocational education; Training; Teacher training; UNESCO; UNEVOC
ISSN: 0116-5372

AVAILABLE FROM: Open Learning Information Materials Clearing House (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8429; fax: (08) 8207 8434.

309

UNEVOC 52.25

Contribution of technical and vocational education to the opening up of careers for women.

IN: CPSC quarterly. Vol. 23,(1), March 1997, p. 9, 11-12

This article summarises some of the discussion during the UNESCO UNEVOC symposium on "The Challenge of the future: future trends in adult and continuing technical and vocational education", 16-20 October 1995, Berlin, Germany. The factors influencing women's participation in technical education are discussed with particular reference to Cameroon and India.

Keywords: Womens education; Technical education; Vocational education; UNEVOC; UNESCO; India; Cameroon
ISSN: 0116-5372

AVAILABLE FROM: Open Learning Information Materials Clearing House (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8429; fax: (08) 8207 8434.

AUSTRALIAN CAPTIAL TERRITORY

310

TPP/ACT 52.01
Tawagi, Carol; McAlpin, Helen.

1997 Student opinion survey report.

The reported results of the Student Opinion Survey will be used to suggest improvements in CIT's responses to the needs of current and future students, such as course design and delivery and student services.

PROJECT STATUS: Current as at March 1998.
Keywords: Student; Survey; Australian Capital Territory

PROJECT CONTACT ADDRESS:
Educational Planning Unit, Room A 102, Reid Campus, Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: 02 6207 3127, 02 6207 3327.

311

TPP/ACT 52.02
Davies, Jenelle.

Evaluation of the 1997 Year 12 certificate course vocational programme at the Canberra Institute of Technology.

This project will evaluate the 1997 Year 12 certificate course vocational programme at the Canberra Institute of Technology.

PROJECT STATUS: Ongoing. Proposed Completion: Mid 1998.
Keywords: Course evaluation; Vocational education, Horticulture

PROJECT CONTACT ADDRESS:
Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: 02 6207 4823

312

TPP/ACT 52.03
Davies, Jenelle; Bell, Geoff.

Graduate certificate in museum management.

This project will develop the curriculum for the Graduate Certificate in Museum Management.

PROJECT STATUS: Current. Proposed completion: Dec 1998
Keywords: Management; Certificate course

PROJECT CONTACT ADDRESS:
Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: 02 6207 4823; 02 6207 4181

313

TPP/ACT 52.04
Davies, Jenelle; McDonald, Gordon.

Graduate certificate in hotel management

This project will develop the curriculum for the Graduate Certificate in Hotel Managment.

PROJECT STATUS: Ongoing. Proposed completion: February 1998.
Keywords: Hotel management; Certificate course

PROJECT CONTACT ADDRESS:
Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: 02 6207 4823; 02 6207 3542.

314

TPP/ACT 52.05
Davies, Jenelle; Wallbridge, Jan.

Graduate certificate in technical and scientific writing.

This project will develop the curriculum for the Graduate Certificate in Technical and Scientific Writing.

PROJECT STATUS: Current. Proposed completion: mid 1998.
Keywords: Technical writing; Certificate course

PROJECT CONTACT ADDRESS:
Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: 02 6207 4823; 02 6207 4895.

NEW SOUTH WALES

315

TPP/NSW 52.01
Prentice, Toby.

Attitudes and access to online training: TAFE teachers and students (Communication).

The aim of the project is to see if TAFE students' and teachers' attitudes to, and importantly access to the Internet, are in line with those envisaged by course planners when planning online delivery.

PROJECT STATUS: Ongoing
Keywords: Internet

PROJECT CONTACT ADDRESS:
ACCESS Educational Services, 68 South Street, Granville NSW 2142. Ph: (02) 9637 5735.

316

TPP/NSW 52.02
Heller, Karen.

National women's VET strategy: national implementation projects: training and staff development.

This project is comprised of three subprojects:

(1) Subproject 1 - Phase one is to provide advice to ANTA and the VEET Women's Taskforce about: the effectiveness of current staff development products with a gender or equity focus; and the areas in which new products need to be developed or current products revised to assist in the implementation of the National Women's VET Strategy. Phase two of this subproject will lead to recommendations about the development of new products and/or updating and marketing existing ones.

(2) Subproject 2 will provide advice to ANTA and the Taskforce about benchmarking of current levels of staff development related to gender equity and broader monitoring of staff development progress.

(3) Subproject 3 - The first phase of this project will provide advice to ANTA and the VEET Women's Taskforce about: how women staff acquire management skills; the type of support mechanisms and organisations which foster women's development and success. The second phase will address any shortfalls in existing management products and if necessary develop a new competency framework for managing diversity in the VET sector.

PROJECT STATUS: Ongoing
Keywords: Staff development; Women

PROJECT CONTACT ADDRESS:
Women's Education and Training Coordination Unit, South Western Sydney Institute, Level 1, 68 South Street, Granville, NSW 2142. Ph: (02) 9637 0584.

SOUTH AUSTRALIA

317

TPP/SA 52.01
Kirby, Annette.

Demonstrating best practice in VET: virtual campus virtually everywhere.

This project aims to: (1) document the success of the community services and health virtual campus and to make the resultant report available in print and publicised on the Internet; (2) develop a step by step guide for achieving excellence in educational deliveries and outcomes using the virtual campus concept; and (3) develop a quality flexible training program for educational staff and managers interested in the virtual campus (and flexible delivery) that incorporates and addresses different styles and mediums.

PROJECT STATUS: current. Prop. compl.: April 1998.
Keywords: TAFE; South Australia; Vocational education; Vocational training; Best practice; Information technology; Internet; Flexible delivery; Delivery system

PROJECT CONTACT ADDRESS:
Spencer Institute of TAFE, Whyalla Campus, 141 Nicolson Avenue, Whyalla Norrie SA 5608. Phone: (08) 8648 8755; fax: (08) 8648 8878;
email: annekirb@sp.tafe.sa.edu.au

318

TPP/SA 52.02
Graham, Cherilyn; Wollaston, Meredith.

Demonstrating best practice in VET from 'outside' to 'inside': VET for the disadvantaged.

The focus of this project is: educational effectiveness; education/industry/community links and partnerships; and managing diversity. It aims to document key elements which enable disadvantaged learners to access and succeed in VET. The expected outcomes of this project include: brochures; workshop manual; workshops, presentations and articles.

PROJECT STATUS: current. Prop.compl.: April 1998.
Keywords: South Australia; Vocational education; Vocational training; Best practice; Access to education; Disadvantaged

PROJECT CONTACT ADDRESS:
Adelaide Central Mission, Byron Place Community Centre, 61-67 Byron Place, Adelaide SA 5000. Phone: (08) 8202 5111; fax: (08) 8231 8032;
email: cherilyn@camtech.net.au

NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH

319

TPP/TNC 52.01
Borthwick, Jessie; Nicolls, Martina.

Data and analysis for the mid-term review of the National Women's Vocational and Education Strategy.

This project requires the analysis and reporting of data which provides a national profile of women accessing and completing vocational education and training programs in 1996, according to a set of performance measures on the National Women's VET Strategy. It will use 1996 data to baseline 1998 data as a measure of performance.

PROJECT STATUS: Completion date for project is March 1998
Keywords: Data analysis; Women; Vocational education

PROJECT CONTACT ADDRESS:
National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211.

320

TPP/TNC 52.02
Knight, Brian.

Standardisation of VET outputs.

This project seeks to assign a standardised value to vocational education and training (VET) outputs at the qualification and sub-qualification level. Supported by an expert group convened by NCVER, the project involves extensive consultation with vocational education and training authorities in all States and Territories as well as other education sectors and industry stakeholders. A discussion paper will be prepared for circulation accompanied by analysis of existing data on course and module completions.

PROJECT STATUS: Project completion date is April 1998
Keywords: Vocational education; Vocational training; Qualifications; Consultation

PROJECT CONTACT ADDRESS:
National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211.

321

TPP/TNC 52.03
Ball, Katrina.

Benchmarking VET 1998.

This project involves preparation of the report 'Performance of the VET sector 1997' based on the key measures for the sector. The report analyses vocational education and training data and, where necessary, NCVER makes adjustments to render data comparable. A State and Territory Reference group is convened to guide the preparation of the report and ensure agreement as to outcomes.

PROJECT STATUS: the completion date for this project is July 1998
Keywords: Benchmarking; Vocational education; Vocational training; Analysis

PROJECT CONTACT ADDRESS:
National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211.

VICTORIA

322

TPP/VIC 52.01
Krajewski, Dorothy.

Understanding module completions.

The VET Research Branch, OTFE is currently undertaking a project to investigate the use of module completion information as an improvement tool within Victorian TAFE Institutes. This project will: (1) research TAFE Institute and student behaviours associated with non-completion of vocational education and trainig (VET) modules and (2) advise TAFE Institutes and the OTFE about a range of improvement strategies relating to recording and monitoring of completions data, identifying situations which may require further action and appropriate responses to these situations. The final report will address the key research questions and make recommendations about possible ways in which module completion information could be used as an improvement tool at the system, Institute and teaching department level.

PROJECT STATUS: On-going
Keywords: Course evaluation; Quality control; TAFE; Victoria

PROJECT CONTACT ADDRESS:
Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001
Ph: (03) 9637 2663 E-mail: Dorothy.Krajewski@dse.vic.gov.au

NATIONAL RESEARCH & EVALUATION COMMITTEE

323

TPP/NREC 52.01
Billett, Stephen.

Changing relationships among industry, enterprises, regions/communities and individuals and their influence on policy and practice in VET.

This project aims to examine the consequences for policy and practice within the nation's vocational education and training (VET) systems arising form the changing relationships among the key client groups of industry, enterprises, individuals and regions/communities. The requirements for vocational education in three regions within two industry sectors will be examined to understand better how the needs and goals of industry, enterprises, individuals and regions/communities can be addressed by VET policy and practice

PROJECT STATUS: Project to commence in January 1998 and conclude in July 1998
Keywords: Vocational education; Vocational training; Industry; Enterprise; Educational policy

PROJECT CONTACT ADDRESS:
Centre for Learning and Work Research, Faculty of Education, Griffith University, Nathan 4111

324

TPP/NREC 52.02
Bond, Austin.

Student mentoring - a model for high achievement and low attrition in VET programs.

The aims of this project are to: identify examples where mentoring programmes have been effectively used both within the corporate sector and the training environment; review these examples and identify common elements; select a small number of specific instances where successful mentoring programmes have been established and, using a case study approach, explore issues associated with their development, design and implementation; and develop a preferred model for student mentoring which can be applied generally to improve performance and reduce attrition in the VET sector, especially for students who have been identified as 'at risk'.

PROJECT STATUS: The completion date for this project is November 1998
Keywords: Vocational education; Vocational training; Mentor; Achievement; Model; Case study; Student

PROJECT CONTACT ADDRESS: WA Academy of Performing Arts, 2 Bradford Street, Mount Lawley WA 6050. Ph: (08) 9370 6588; Fax: (08) 9370 6665; Email: a.bond@cowan.edu.au

325

TPP/NREC 52.03
Kinsman, Martha.

Movement of students between the TAFE and university sectors - an analysis of available data.

The annual university sector statistical data collection held by the Dept of Education, Employment, Training and Youth Affairs (DEETYA) provides a potentially robust data source on TAFE-university mobility. Analysis of the data has the potential to provide the first comprehensive baseline for future research on intersectoral mobility and student choice. This project intends to explore the annual sets of unit record data covering the years 1989-1997 to identify relationships between variables and trends over the period.

PROJECT STATUS: This project commenced January 1998 and will conclude in March 1998
Keywords: TAFE; University; DEETYA; Data analysis; Student mobility

PROJECT CONTACT ADDRESS: Canberra Institute of Technology, GPO Box 826, Canberra ACT 2601. Ph: (06) 207 3121; Fax: (06) 203 7109; Email: martha.kinsman@cit.act.edu.au

326

TPP/NREC 52.04
Kilpatrick, Sue.

Issues which impact on VET in rural and remote Australia.

This project is intended to provide information on issues which impact differently on VET in rural and remote Australia, compared to metropolitan Australia, excluding issues which are specific to rural and remote Aboriginal and Torres Strait Island communities.

PROJECT STATUS: Completion date for this project is March 1998.
Keywords: Vocational education; Rural-urban disparity; Rural youth

PROJECT CONTACT ADDRESS: Centre for Research and Learning in Regional Australia, University of Tasmania, PO Box 1241, Launceston Tas 7250. Ph: (03) 6324 3018; Fax: (03) 6234 3040; Email: Sue.Kilpatrick@utas.edu.au

327

TPP/NREC 52.05
Kendall, Elizabeth.

Access to post-secondary vocational education and training: recommendations for equitable participation and appropriate outcomes in Australia.

This project aims to: examine the outcomes that are currently being achieved by students with disabilities in the post-secondary school sector; determine the barriers that continue to confront these students; identify the factors that contribute to successful outcomes; review innovative models of service delivery both in Australia and internationally; make recommendations about possible modifications to the post-secondary school sector in terms of policy and practices; and outline major areas where research is lacking and design appropriate responses to those gaps.

PROJECT STATUS: Completion date for this project is February 1998
Keywords: Vocational education; Vocational training; Access to education; Equal opportunity; Disabled person; Postcompulsory education

PROJECT CONTACT ADDRESS: Centre for Strategic Human Resources, Nathan Campus, Griffith University, Qld 4111. Ph: (07) 3875 5250; Fax: (70) 3875 7984; Email: E.Kendall@hbs.gu.edu.au

328

TPP/NREC 52.06
Sefton, Robin.

Changing nature of work and its implications for training arrangement and processes.

The purpose of this project is to review the literature associated with the changing nature of work and its implications for VET policies and practices.

PROJECT STATUS: Completion date for this project is February 1998
Keywords: Vocational education; Vocational training; Educational policy; Working conditions; Social change

PROJECT CONTACT ADDRESS: Workplace Learning Initiatives, PO Box 96, Northcote, Vic 3070. Ph: (03) 9486 8600; Fax: (03) 9486 8611; Email: wplearn@ozemail.com.au

329

TPP/NREC 52.07
Willis, Marilyn.

VET for early school leavers.

The purpose of this project is to produce a review of research detailing the major findings from the critical literature survey with details further informed by information provided by key stakeholders during focus group sessions.

PROJECT STATUS: Completion date for this project is March 1998.
Keywords: Vocational education; Vocational training; School leaver; Literature survey

PROJECT CONTACT ADDRESS: The Learning Enterprise, PO Box 82, Kent Town SA 5071. Ph: (08) 8331 0016; Fax: (08) 8331 0148

330

TPP/NREC 52.08
Wooden, Mark.

Impediments to the employment of young people.

This project aims to undertake a critical review of the relevant literature and provide consolidated findings and conclusions based on that review.

PROJECT STATUS: Completion date for this project is February 1998
Keywords: Employment; Youth; Literature survey

PROJECT CONTACT ADDRESS: National Institute of Labour Studies, Flinders University of SA, GPO Box 2100, Adelaide SA 5001. Ph: (08) 8201 2265; Fax: (08) 8276 9060; Email: Mark.Wooden@flinders.edu.au

331

TPP/NREC 52.09
Howard, Sue.

VET for indigenous peoples

The purpose of this project is to conduct a critical literature review which encompasses: issues of access and equity to vocational education and training (VET) for Australia's indigenous peoples; matters in relation to culturally-appropriate curriculum and assessment procedures, including issues in curriculum development and implementation; issues in relation to VET and protection of cultural and intellectual property rights, issues and needs in training delivery; issues relevant to culturally-appropriate training outcomes; and other issues related to any special needs of indigenous Australians.

PROJECT STATUS: The completion date for this project is March 1998
Keywords: Vocational education; Vocational training; Aboriginal education; Literature survey

PROJECT CONTACT ADDRESS: Aboriginal and Torres Strait Islander Curriculum Consortium, FNQITAFE, PMB 1, Cairns Qld 4870. Ph: (070) 42 2479; Fax: (070) 42 2604

332

TPP/NREC 52.10
Mazzina, Delia.

Impact of generic competencies on workplace performance.

The purpose of this project will be to examine the impact on workplace performance of integrating generic competencies into training programs offered by providers and enterprises.

PROJECT STATUS: The completion date for this project is February 1998
Keywords: Work performance; Competency; Training programme; Enterprise

PROJECT CONTACT ADDRESS: UTS RCVET, PO Box 123, Broadway NSW 2007.

333

TPP/NREC 52.11
Kilpatrick, Sue.

Relationship between training and small business performance.

The research involved in this project will investigate the relationship between training and small business performance. The outcomes of the research will include a final report for wide dissemination, project summaries for specific audiences, articles for publication in training and business press, and summaries on appropriate websites.

PROJECT STATUS: The completion date for this project is December 1998
Keywords: Small scale industry; Training

PROJECT CONTACT ADDRESS: Centre for Research and Learning in Regional Australia, University of Tasmania, PO Box 1241, Launceston Tas 7250. Ph: (03) 6324 3018; Fax: (03) 6234 3040; Email: Sue.Kilpatrick@utas.edu.au

334

TPP/NREC 52.12
Malley, Jeff.

Outcomes of entry-level VET training programs delivered to young people.

Through the use of national destination survey data this project will identify entry level programs with above average and below average outcomes. The identification of the characteristics of the programs delivering positive outcomes can be used to improve program delivery at other sites. The project will provide both a final report for policymakers and summary papers for those in charge of program delivery.

PROJECT STATUS: The completion date for this project is November 1998.
Keywords: Vocational education; Vocational training; Entry level training; Youth

PROJECT CONTACT ADDRESS: Australian Council for Educational Research, Private Bag 55, Camberwell Vic 3649. Ph: (03) 9277 5649; Fax: (03) 9277 5500; Email: malley@acer.edu.au

335

TPP/NREC 52.13
Lowrie, Tom.

Evaluation of the effects that competency-based approaches have had on the role of instructors.

This project will focus on how teachers have learnt to 'do' competency based training (CBT) and seek to discover the most effective ways of learning the skills and processes involved. In this way a model can be developed which will guide future staff development initiatives in CBT.

PROJECT STATUS: The completion date for this project is November 1998
Keywords: Competency based training; CBT; Skill; Teacher; Curriculum; Model

PROJECT CONTACT ADDRESS: School of Education, Charles Sturt University, PO Box 588, Wagga Wagga NSW 2678. Ph: (02) 6933 2743; Fax: (02) 6933 2888; Email: tlowrie@csu.edu.au

336

TPP/NREC 52.14
Dwyer, Peter.

Combined study and work pathways in VET: policy implications and analysis.

The aim of this research project is to document and analyse the way in which current students in the VET sector are already approaching study and work as a combined experience, and to identify the policy implications for future VET planning and provision.

PROJECT STATUS: The completion date for this project is January 1999
Keywords: Study; Work; Vocational education; Vocational training; Entry level training; Student; Policy

PROJECT CONTACT ADDRESS: Youth Research Centre, University of Melbourne, Parkville Vic 3052. Ph: (03) 9344 9633; Fax: (03) 9344 9632

1996 Graduate destination survey. 002
1996 Student Activity Profile. 001
1997 Student opinion survey report. 310

Aboriginal enterprise development in remote areas: prospects, problems and potential strategies. 208
Absolutely everything you need to know about implementation of user choice in 1998. 058
Access and equity at work. 212
Access and equity for people in rural and remote Australia. 230
ACCESS review project: May 1996. 036
Access to post-secondary vocational education and training: recommendations for equitable participation and appropriate outcomes in Australia. 327
ACE 2000 : towards a learning society : consultation paper 229
ACT Training Profile 1997 006
ACTU endorses TAFE works campaign. 074
Addressing issues of self-determination and legitimation in kaupapa Maori research. 257
Adult and community education in the universities. 265
Aesthetic knowledge and learning in the workplace. 105
Andragogy in senior high school: a reflective pause. 134
Annual report 1996-97. 214
Applications of some German views on the nature of interests to vocational education in Australia. 104
Assessment for Maori students in science within a bilingual unit. 254
Assessment of NVQs and SVQs. 181
Assessment of prior learning staff handbook. 248
Assessment works: a study of workplaces with experience in assessment. 186
Assessment works: the kit. 204
Assessment: policy to practice. 275
Assisting students from non-English speaking backgrounds: some questions primary school teachers frequently ask. 241
Asssessment of experiential learning in England and France. 182
Assuring quality and choice in national training: Australia's national training framework. 226
Attitudes and access to online training: TAFE teachers and students (Communication). 315
Audiographics in flexible learning: manual for educators. 207
AUSTAFE: preparing for the future now. 019
Australian apprentice and training statistics: quarter 1, volume 4 number 1, July-Sept 1997. 096
Australian personal enrichment education and training programs statistics 1996: an overview. 150
Australian training review no 24, Sept/Oct/Nov 1997. 187
Australian training review no 25, Dec 97/Jan/Feb 98. 209
Australian training statistics: 1996/96 annual statistics, 1 July 1996 to 30 June 1997: volume 3. 176
Australian vocational education review, volume 4, no. 2, 1997. 063
Australians embrace $3.5 billion of VET. 198
AutoCAD : certificate II course AM04MA 004

Backing futures research. 196
Benchmarking VET 1998. 321
Benefits to employers from an investment in training: literature review. 220
Best practice in Queensland training. 049
Best practices in industry training: a case study of Hollybank Forestry Centre Inc. 091
Better business: productivity through training: conference proceedings. 047
Better training: addressing English language, literacy and numeracy in vocational education and training. 216
Bilingual gains for tutors and tutees in a Maori reading programme. 253
Business impact project: best practice training strategies for owner/managers and trainers training entry level trainees in small businesses: trialling a regional approach: pilot phase: first draft final report. 211
Business of TAFE is business: entrepreneurialism, training markets and education management. 143

Canberra Institute of Technology and the Internet 1995 - November 1997. 005
Car costs: six units of maths around the theme of car ownership. 218
Case studies of action learning groups: curriculum development and flexible delivery. 081

TITLE INDEX

Case studies of Action Learning Groups: recognition and assessment. 080
Caseloading. 028
Challenge of TVE for human resource development: policy planning strategy. 303
Change management for online delivery: strategies for organisations moving to online delivery. 053
Changing nature of work and its implications for training arrangement and processes. 328
Changing relationships among industry, enterprises, regions/communities and individuals and their influence on policy and practice in VET. 323
Changing role of teachers working in industrial settings. 142
Clients in the training market: facts and fiction. 123
Combined study and work pathways in VET: policy implications and analysis. 336
Community services (respite care): certificate III course KM01MA. 003
Compliance to continuous improvement: the use of an annual programme report as a self critical tool to enhance the student experience. 239
Concept of smartness in workforces. 151
Concept of system in higher education: a means to promote efficient and effective learning. 148
Continuing professional education. 267
Contribution of technical and vocational education to the opening up of careers for women. 309
Country paper: India: networking of vocational education in India: a viable alternative to coordination. 306
Country papers. 305
Creating alternative student pathways in VET language and literacy programs. 034
Critical reasoning skills among vocational educators and trainers. 159
Cross discipline studies: the key to professionalising the development specialists in large organisational settings? 161
Current issues and trends in technical and vocational education. 289
Custom made for business: the new Australian training system. 179

Data and analysis for the mid-term review of the National Women's Vocational and Education Strategy. 319
DEA analysis of the efficiency of Victorian technical and further education institutes. 200
Degree of workplace learning: critical issues for higher education. 111
Deliberate socialization for group work: a need for close analysis. 158
Demonstrating best practice in VET from 'outside' to 'inside' : VET for the disadvantaged. 318
Demonstrating best practice in VET: virtual campus virtually everywhere. 317
Developing educational programmes for adults. 268
Developing standards under the Disability Discrimination Act for student services in vocational education and training. 086
Diesel mechanics, critical thinking and critical thinkers. 065
Directory of professional development programs and resources for vocational teachers, workplace trainers and curriculum writers. 215
Does competency-based training mean the end of teaching as we know it? 127
Does feedforward affect the accuracy of student judgements of classroom interest in vocational education? A lens model analysis. 164

Economies of size in Victorian vocational education and training institutions. 201
Education and training for industry growth: conference proceedings. 278
Education at a glance: analysis. 282
Education at a glance: OECD indicators. 281
Education Cinderella: educating social workers for the postmodern society. 117
Education development in Indonesia. 304
Education of adult and community educators. 271
Electronic engineering: textbook. 283
Employers' satisfaction with vocational education and training 1997: at a glance. 094
Employers' satisfaction with vocational education and training 1997: national report 095
End of course report. 301
Engaging in critical and reflective practice: reflections on a program to support TAFE teachers through personal and organisational change. 121
Engendering workplace skills through innovative assessment practices in higher education - graduate diploma of vocational education and training (VET). 135
Engineering education: the development of engineers as managers and leaders. 071
Engineering: evolving technology and teaching CAD. 072

Enterprise training mentor program: an effective strategy for a mentoring program for on-the-job trainers in smaller enterprises in the Geelong region and a proposal for expansion. 206
Entrepreneurial skills for small business: a textbook developed by Adelaide Institute of TAFE for the exemplar curriculum. 300
Evaluation of the 1997 Year 12 certificate course vocational programme at the Canberra Institute of Technology. 311
Evaluation of the effects that competency-based approaches have had on the role of instructors. 335
Everyday learning in the workplace: back to the future. 115
Experience of adult learning. 270
Experiential learning - cognitive and behavioural outcomes. 118
Experts' ways of knowing. 106
External verification of NVQs: a guide for external verifiers. 180

Factors in vocational education policy development: Modern Apprenticeships, a case study. 069
First-year AVTS students' experience of learning in different contexts. 138
Fishing course in TAFE. 079
Flexible delivery GLLADRAPPS: an analysis tool. 075
Flexible delivery pilots: bringing training to your fingertips 1995/96. 225
Flexible delivery: changing the face of the VET sector. 153
Flexible learning, students with disabilities and the ACE sector 236
Flexible subject: 'disciplining' learners for work within the postmodern. 124
From Chalkface to cyberspace: changing work practices. 037
From desk to disk: staff development for VET staff in flexible delivery. 227
Functional literacy, workplace literacy and technical and vocational education: interfaces and policy perspectives. 287

Gene pooling on the net. 012
General English certificate course (Levels 1-3); English for academic purposes certificate course (Levels 1-3); Preparation for IELTS certificate course (5, 5.5, 6) KB12RA - KB20RA. 007
Going online: teachers as 'virtual' learners. 011
Good practice for employment services. 192
Good thinking good practice: research perspectives on learning and work: conference program. 099
Good thinking good practice: research perspectives on learning and work: conference papers: volume 1 100
Good thinking good practice: research perspectives on learning and work: conference papers: volume 2 101
Good thinking good practice: research perspectives on learning and work: conference papers: volume 3 102
Good thinking good practice: research perspectives on learning and work: conference papers: volume 4 103
Good, better, best practice : putting the principles of adult learning into practice. 234
Governing board report to the 36th Colombo Plan Consultative Committee meeting 29-31 October 1996 Colombo, Sri Lanka. 299
Graduate certificate in hotel management 313
Graduate certificate in museum management. 312
Graduate certificate in technical and scientific writing. 314
Guide for evaluation of technical and vocational education curricula. 286
Guide to accreditation : book 1. 051
Guide to registration: book 2. 052
Guidelines for training package developers: Australia's national training framework. 223

He hinaki tukutuku: rangatiratanga, whare wananga and the state. 276
He hinaki tukutuku: the baited trap: whare wananga: tensions and contradictions in relation to the state. 260
He koingo mo te pumahara: memory and scholarship for a liberating pedagogy. 252
Higher education as a provider of continuing professional education -a critique. 174
How attention to employee satisfaction through training and development helps small business to maintain a competitive edge: a comparative case study. 067
How competency-based training has changed teaching and learning. 017
How training providers can meet your business's training needs. 089
HSC and Tertiary Preparation Courses in TAFE NSW 1998. 020
Human resource development: developing the developers in a changing field. 136

Hypermedia - what potential for learning? 137

Igniting innovation - a recipe for the survival of an educational institution. 038
Impact of employment services on the VET sector. 189
Impact of generic competencies on workplace performance. 332
Impact of the Reading Writing Roadshow, April - August 1994, evaluation report: executive summary. 043
Impact of the Reading Writing Roadshow, April - August 1994: evaluation report. 044
Impediments to the employment of young people. 330
Implementation of RPL in the Tasmanian VET sector. 085
Implementing the certificates in local government: what's in it for me?: what's in it for council. 039
InContract: contract of training annual statistics 1 July 1996 to 30 June 1997. 177
Indicators of competency: profiling employees and the workplace. 149
Indonesia education statistics in brief 1995/1996. 302
Integrated approach to flexible delivery in rural Australia. 026
Internal verification of NVQs. 098
International education expenditure comparability study: final report, volume 1, working paper no. 97-16. 184
Investigation of artifact mediation and task organisation involving numerical workplace knowledge. 110
Is access working? An exploration of outcomes for unemployed vet participants. 131
Issues which impact on VET in rural and remote Australia. 326
ITAB manages national project. 060
ITABs - where do they fit in and what's their role? 059

Joint statement from State, Territory and Commonwealth Ministers for Vocational Education and Training (25 September 1997) : Australian National Training Authority Agreement. 077
Just go out and do it! Report on how women use Adult and Community Education (ACE) courses in Queensland TAFE to attain their vocational, personal and further education goals. 233
Just having a little chat: community learning and social capital. 162

Labour market study of primary industry sectors in South Australia: implications for vocational education and training (VET) planning. 050
Landcare and environmental action program: how do our students learn? 210
Latent factor an impetus for employer provided education. 160
LEARN: information literacy policy. 054
Learning and knowledge management in the workplace: sources of good thinking and good practice. 163
Learning at work: identity and self regulation. 108
Learning for life. 199
Learning in a particular workplace: professional practice. 165
Learning in working life in a Swedish context: a critical perspective. 166
Learning mathematics in Maori. 256
Learning needs, disadvantage and student diversity in vocational education in TAFE. 016, 035
Learning through linking: opportunities for learning that can occur through linking industry and higher education. 172
Learning with STELLA: using computer simulation to accelerate reform and to forecast skill requirements in the building and construction industry. 084
Linguistic and educational background of the Lao: a resource for teachers. 244
Linking employment placement services with training. 188

Making false assumptions: examining some popular preconceptions about enterprise training. (article) 068
Making false assumptions: examining some popular preconceptions about enterprise training (conference paper) 132
Making learning real: an investigation into unpaid workplacements. 185
Making software genuinely user friendly. 027
Manipulation of Maori voice: a kaupapa Maori analysis of the Picot policy process. 249
Mapping the field in the 1990s. 259
Mapping the Local Government Core Modules developed by ACCESS Educational Services against the National Reporting System. 022
Mapping the National Local Government competency standards against the National Reporting System. 023

Market for all? 018
Measuring graduate and employer satisfaction in higher education. 240
Micro project, macro goal: challenges of supporting transformation in South African distance education. 113
Ministerial review of the provision of technical and further education in the Melbourne metropolitan area. 213
Models of vocational development revisited: reflecting on concerns. 178
Movement of students between the TAFE and university sectors - an analysis of available data. 325

Narrative and cultural change : enabling transformative learning for adults 235
National profiles in technical and vocational education in Asia and the Pacific: regional synthesis. 291
National profiles in technical and vocational education in Asia and the Pacific: Japan 292
National profiles in technical and vocational education in Asia and the Pacific: Malaysia 293
National profiles in technical and vocational education in Asia and the Pacific: People's Republic of China 294
National profiles in technical and vocational education in Asia and the Pacific: Philippines 295
National profiles in technical and vocational education in Asia and the Pacific: Republic of Korea 296
National profiles in technical and vocational education in Asia and the Pacific: Australia 297
National profiles in technical and vocational education in Asia and the Pacific: Thailand 298
National Vocational Qualifications: is policy supporting the principles of lifelong learning? 183
National women's VET strategy: national implementation projects: training and staff development. 316
Networking and training - a regional strategy for mobilizing, encouraging and educating women to start businesses. 112
New Apprenticeship pathways research in progress. 157
New Apprenticeships and youth unemployment: our progress as a nation. 015
New initiatives for Maori at tertiary level institutions. 251
New perspectives on assessment. 285
New South Wales charter for equity in education and training. 033
New Zealand adult and community education: an international perspective. 273
NSW user choice consumer information pilot report. 031
NTF and user choice: quality control and consumer protection. 170

Occupational health and safety: a bibliography of materials held at Croydon and Port Adelaide Campus of Douglas Mawson Institute of TAFE. 055
Occupational health and safety: training program and resource. 203
Oh, du lieber augustin, alles 1st hin: but let's not lose the language! 242
On and off-job sites as learning environments: what does integrated training really mean? 154
On-the-job delivery in the Certificate in Local Government Foundation Studies. 024
OTEN student services pilot exit survey - 1996. 032
Outcomes from vocational education and training for employers and participants. 221
Outcomes of entry-level VET training programs delivered to young people. 334
Overseas study tour. 090

Participants in a work-based learning programme: small and medium enterprises and their employees. 125
Participation in the fourth sector. 269
Patterns of employers training expenditure in VET. 195
Pedagogy and violence: gaps between research and knowledge. 119
Performance indicators and flexible delivery: measuring outcomes of the Open Training & Education Network, New South Wales: discussion paper. 021
Piloting the key competencies in the Australian vocational education and training sector and workplaces. 029
Pleasures and pitfalls of computer-based instruction. 014
Politics and practices of workplace research. 167
Politics of competence: a case study in policy. 168
Portraits: a showcase of good ideas in adult community education. 219
Possible futures for public education: lessons from Victorian VET reform. 145
Productive diversity: employer perceptions. 042
Promotion of linkage between technical and vocational education and the world of work. 290

Quality framework for vocational education and training in Tasmania: report. 087

Re-regulating the training market: quality control and consumer protection. 064
Reaping the rewards through workplace assessment. 062

TITLE INDEX

Recent innovations in the training of teachers/trainers in TVET in Asia and the Pacific. 308
Reflections on the Fifth International Conference on Adult Education (CONFINTEA V), Hamburg, July 1997 231
Reflective practices and vocational teacher education: where to from here? 146
Reflexive modernisation and lifelong learning: the governing of the flexible worker. 107
Regional 'empowerment' within the national vocational education and training system: an exploration. 156
Regional Programming Meeting of APSDEP Lead Institutions, Philippines, 23-25 January, 1995. 284
Relationship between training and small business performance. 333
Remaking teaching: ideology, policy and practice. 245
Report on national industry vocational education & training plans. 224
Report on study tour of United States and England, October 1997. 202
Research and evaluation. 272
Research into the delivery of the small business traineeship in Western Australia. 175
Research perspectives on vocational mathematics. 152
Research reports into professional development. 228
Resistance to the discourse of teamwork: implications for education and training in a local council. 173
Review of amenity horticulture. 048
Right choice: a survey of TAFE first year students. 083
Role of polytechnics in community education. 266

School students in workplaces: what are the benefits? 147
Self esteem training as an aid to acquiring conflict management skills 237
Sexual harassment and educational institutions: a guide to the Federal Sex Discrimination Act. 205
Sitting on a log talking to the younger members of the tribe: problematising CBT and teaching practice in TAFE. 144
Situated numeracy: mathematical saturation. 120
Small business professional development best practice programme resource kit: planning and evaluating your project. 088
Small groups versus ICSI in particular technical concept learning for selected college students. 141
So, whose logic is it anyway: the dilemma of working as a person of iwi descent in a tertiary education institution. 262
Standardisation of VET outputs. 320
Strategies for success: developing English language, literacy and numeracy in vocational courses. 030
Student mentoring - a model for high achievement and low attrition in VET programs. 324
Students in workplaces: what are the benefits? 128
Study of the penetration of competency-based training in Australia. 097
Study of VTE-industry cooperation in SEAMEO member countries. 280
Surveying parents of school students about TAFE. 190

TAFE graduate destination survey 1997: at a glance. 092
TAFE graduate destination survey 1997: national report. 093
TAFE NSW response to Their Future: options for reform of the Higher School Certificate. 041
TAFE works better. 073
Taking entry level training to the farm: an examination of an agriculture and horticulture traineeship in South Australia. 169
Te Poutama Pounamu Research Whanau: relationships and outcomes. 247
Teacher development in science education: policy-to-practice and practice-to-policy. 246
Teaching practices for bilingual classrooms: which are most successful? 243
Teaching-learning as the major game in vocational education: has psychology got a part to play? 066
Technical education and skills development factbook 1997. 279
Technologies and challenges: an interview with Ian Hamilton. 010
Technology and TAFE NSW libraries. 013
Technology in education. 078
Theoretical framework for Internet-based training at Sydney Institute of Technology. 045
Thoroughly logical tax framework for VET. 194
Toward a sustainable relationship: Pakeha and Tangata Whenua in adult and community education. 261
Toward inter-organisational democracy: employee participation in the development of a network of small and medium sized enterprises. 171
Towards a fuller conception of the tasks of HE teaching. 133
Towards a languages policy for New Zealand education. 255

TITLE INDEX

Training agenda: a journal of vocational education and training. 008
Training issues for the Queensland social housing sector. 046
Training mentors for maximum transfer. 129
Training needs shape technology: (not vice-versa). 009
Training on the edge. 025
Training one-to-one: out of sight, out of mind. 130
Trialing the SA VET sector quality system. 061

Unbroken thread: Maori learning and the National Qualifications Framework. 274
Understanding module completions. 322
UNEVOC Clearing House and Electronic Network: report of the third regional workshop. 307
Universities benchmarking universities. 238
Update on new apprenticeships and traineeships. 076
Use of the World Wide Web for completion of required courses in vocational teacher certification. 155

VET for early school leavers. 329
VET for indigenous peoples 331
VET in schools - its all about destinations. 057
VET matters : vocational education and training - issue 6 (November 1997). 056
VET policy and research: emerging issues and changing relationships. 222
Vocational education for whom: the criterion of worthwhileness in contemporary vocational curriculum development. 109
Vocational educators' perspectives of workplace learning: a case study on senior schooling. 116
Vocational guidance for equal access and opportunity for girls and women in technical and vocational education. 288
Vote for NSW ACE. 197

We do not succeed until you do. 193
What do adult and community educators share in common? 258
Where do I start?: work-based training. 040
Why do we need employment services? 191
Why my dad can no longer support Manchester United: exploring a more congruent theory for training design. 139
Women in Australian community education : challenges to policy and suggestions for academic practice 232
Women in engineering: diversity in engineering, science and technology at 7th Women in VET Forum. 070
Women training for transitions: enhancing VET for women's business involvement. 140
Women's participation in VET: analysis of data 1991-1996. 217
Workers' education and training in a new environment. 263
Working with Asian students. 250
Workplace communication services: a model for workplace learning. 126
Workplace competencies: communicating ideas and information. 114
Workplace language and literacy in action: case studies one. 082
Workplace literacy: issues and trends in Aotearoa/New Zealand. 264
Workplace mentoring: a preliminary study. 122
Writing a science curriculum in Maori. 277

AUTHOR INDEX

This index is in alphabetical order of author or contact person responsible for the preparation of the listed documents or projects. The numbers in this index refer to the running numbers of the individual entries.

Abbott, Michael 200, 201
Albert, Daniel 083
Allan, Laurinda 030
Anderson, Damon 015, 064, 123, 170
Anderson, Geoff 136
Anderson, Tony 016
Angus, Lawrence 143, 145
Aquilina, John 073
Aspin, Clive 256
Athanasou, James A. 104, 164

Bagnall, Richard G. 105
Ball, Katrina 321
Balzary, Steve 179
Banks, Julie 217
Barraclough, Diane 022
Barratt-Pugh, Llandis 139
Barrett, Mary 140
Barrow, M. 210
Bartram, John 300
Battilana, Joy 061
Bayer, Chris 001
Baylis, Pauline 024
Bell, Beverley 246
Bell, Geoff 312
Benseman, John 267, 269, 272
Benton, Nena 274
Benton, Richard 255, 274
Bevan, Fred 233
Beven, Fred 137
Bhola, H.S. 287
Billett, Stephen 069, 106, 222, 323
Bishop, Chris 138
Bishop, Russell 257
Bishop, Sue 197
Black, Stephen 173
Bolton, Simon 028
Bond, Austin 324
Booker, Di 307
Boote, Jeanne 236
Borthwick, Jessie 319
Boud, David 285
Brennan, Barrie 043, 044, 165
Brown, Gary 079
Brown, Lynton 145
Butterworth, Perce 194
Byrnes, Jill Wickham 208

Cameron, Helen 117
Carroll, Martin I. 238
Carson, Lyn 135
Casey, Margaret 237
Casey, Paul 237
Cervi, David 008
Cheshire, Carol 187, 192, 209
Chrisp, Tipene 274
Chuang, Chih-feng 141
Cooper, Maureen 222
Cooper, Tom 116
Corben, Helen 011
Cornford, Ian R 146, 158
Cotton, Geoff 089
Crump, Stephen...[et al.] 035
Cullen, B. 183

Davies, Jenelle 311, 312, 313, 314
Davison, Trevor 065
Dawe, Susan 191
Dennis, Dell 161
Dennison, John D. 148
Dickson, Michelle 186
Dillow, Jan 142
Dmitriou, Yiannis 190
Doucouliagos, Chris 200, 201
Downie, Andrew 027
Dunn, Lee 135
Dwyer, Peter 336
Dyankov, A. 289
Dymock, Darryl 043, 044, 122

Eakins, Pamela172
Edwards, Richard 107
Ellison, Victoria 249
Espino, Iluminada G. 293

Falk, Ian 162
Findsen, Brian 265, 268, 271
Fitzpatrick, Greg 059
FitzSimons, Gail E. 152
Francis, John 285
Fraser, Graeme S. 238
Fusch, Gene E. 160

Gallasch, Pat 051, 052
Garrick, John 108, 111
Gerber, Rod 138, 151
Glynn, Ted ...[et al.] 253
Golding, Barry 131
Goldman, Sue 053, 300
Gonczi, Andrew 029, 285
Gordon-Smith, Paul 185
Graham, Cherilyn 318
Greer, Linda 155
Gregory, Max 012
Griffin, Peter 090
Griffin, Vivien 046

Hager, Paul 029
Halfhill, Sue 155
Hall, William C. 297
Hansson, Agneta 112
Harawira, Wai ... [et al.] 247
Harrington, Sandra 116
Harris, Felicia 042
Harris, Roger 154
Harrison, Christine 057
Harrison, Lesley 162
Harrold, Ross 043, 044
Hasler, Mike 060
Hausman, Jan 239
Hayes, Sharon 222
Hayman, Sarah 307
Heller, Karen 316
Herzog, Christine 261
Hewett, Rex 074
Hindmarsh, Jennie Harre 259, 265
Hinemoana, Pania 249
Hoekstra, Marike 171
Hoggard, Lisa 185
Horlyck, Julie 024
Howard, Sue 331
Hudson, Larry R.155
Hutchinson, Lou 058

Intrakamhaeng, Gobporn 298

James, Pauline 178, 235
James, Trish 032
Johnston, Robyn 136

Kanes, Clive 110
Kay, David 153
Keating, Claire 234
Kelleher, John 080, 081
Kendall, Elizabeth 327
Kent, Leeana 254
Kenyon, Richard 198
Kidd, K. 210
Kilpatrick, Sue 326, 333
Kinsman, Martha 325
Kiraly, Judi 234
Kirby, Annette 317
Kjellberg, Ylva 166
Knight, Brian 320
Krajewski, Dorothy 322

Lankshear, Colin 138
Law, Michael 263
Lawrence, Kate 156, 230
Lee, Young-Hwi 296
Lewis-Parker, Nancy 248
Lowrie, Tom 335
Lundberg, Max 171
Lundkvist, Gunilla 112

Macnamara, Dennis 038
Mailler, Emma 116
Malley, Jeff 334
Marks, Genee 023
Matthews, Judy 163
Mazzina, Delia 332
McAlpin, Helen 001, 310
McCarthy, Maarie 260
McCarthy, Marie Barbara 276
McDonald, Gordon 313
McDonald, Rod 285
McGachey, Suzanne 300
McKinley, Elizabeth Ann 277
Mead, Sidney Moko 251

Meade, Phil 240
Meggitt, Peter 118
Mehrotra, V.S. 306
Meredith, S. ...[et al.] 026
Miller, Juliet V. 288
Mills, Colleen 270
Milsta, Margaretha 112
Miravalles, Lemuel M. 295
Mishra, A. K. 91
Misko, Josie 128, 147
Moore, Liz 264
Morgan, David 084
Moy, Janelle 029
Mulqueeny, Jitka 196
Murray, Josephine 080, 081, 082
Murray, Wendy 157

Newstead, Red 078
Nicoll, Katherine 124
Nicolls, Martina 319

Oakes, Gaye 086
Osborn, Mike 125

Palmer, Julie 155
Palmieri, Phoebe 021
Parker, Helen 222
Paugh, Robert 155
Penetito, Wally 252
Peoples, Kevin 018
Perker, Henriette 182
Perry, Jane 113
Phillips, Tom 133
Pithers, R.T .066, 159
Piwanski, Kelly 055
Potter, Jasmine 085
Prentice, Toby 315

Qureshi, M.A. 308

Radhakrishna, M. 293
Rafique, Abdur 303
Raggatt, Peter 168
Raquet, Charles 155
Reid, Maureen 248
Reynolds, Reaburn 169
Roberts, Jeanette 070
Robinson, Chris 188, 189, 195
Robinson, Kate 025
Roe, Julius 076
Rowden, Robert 067
Rushbrook, Peter 144
Rutten, Bernie 001

Sachsse, Michael 193
Sait, Jim 234
Salter, Kathleen 030
Saunders, John 149
Scheeres, Hermine 167
Scott, Miriama 262
Seagraves, Liz 125
Searle, Jean 114, 233
Seddon, Terri 145
Sefton, Robin 328
Sellick, Claude 300
Shaw, Jim 126
Shore, Sue 231, 232
Simons, Michele 154
Singh, Manjula...[et al.] 002
Smith, Andrew 068, 132
Smith, Erica 017, 097, 127
Smith, Hilary A. 244
Smith, P.J. 210
Smyth, John 245
Sobski, Jozefa 037
Solomon, Nicky 167
Spark, Carmel 185
Stalker, Joyce 273
Stathakis, John 072
Stevenson, John 109
Stewart, Julia 174
Strickland, Andrew 202
Swindells, James 274

Takashi, Uematsu 292
Tawagi, Carol 310
Taylor, Margaret 121
Taylor, Rosemary 115
Tebeliu, Ulla 112
Tell, Joakim 171
Thomason, Robert 071
Timmers, Gail (ed.) 219
Tippetts, David H. 134
Tobias, Robert 258
Toomey, Ron 172
Tovey, Michael 129
Tuafuti, Patisepa 243

U, Alice 250
Underwood, Fiona 119

Vallance, Jane 175
Vallence, Kevin E 130
Van Hees, Jannie 241
Velde, Christine 116
Vernon, Des 089
Vetter, Louise 288
Villanova, Sandra 014
Volkoff, Veronica 113, 131

Walker, Ute 242
Wallace, Simon 082
Wallbridge, Jan 314
Walsh, Anne 075
Ward, Christine 182
Warner, David 048
Wearne, Chris 218
Webb, Greg 045
Whitehouse, Eric 009
Widauer, Lindy 207
Williams, Eric 233
Willis, Marilyn 329
Willis, Peter 119, 154
Woinarski, Zich 090
Wollaston, Meredith 318
Wooden, Mark 330

Zepke, Nick 266
Zevenbergen, Robyn 120
Zida, Zeng 294
Zuguang, Yu 294

CORPORATE AUTHOR INDEX

This index is in alphabetical order of Institution or Organisation responsible for the preparation of the listed documents or projects. The numbers in this index refer to the running numbers of the individual entries.

ACT Vocational Education and Training Authority. (VETA) 006
Adelaide Institute of TAFE. 300
Australia TAFE International. 278
Australia. Human Rights and Equal Opportunities Commission 205
Australian National Training Authority. (ANTA) 049, 212, 223, 224, 225, 226, 227, 228

Canberra Institute of Technology. Dept of Australian Capital Centre for English Language (CIT) 007
Canberra Institute of Technology. Dept of Environmental Design (CIT) 004
Canberra Institute of Technology. Dept of Human Services (CIT) 003
Canberra Institute of Technology. Faculty of Management and Business 005
Centre for Vocational Assessment Research (NSW). 204
Colombo Plan Staff College for Technician Education. (CPSC) 301
Colombo Plan Staff College. Regional Information Center for Technician Education (CPSC) 299

Gordon Institute of TAFE. Gordon Consulting 206
Great Britain. National Council for Vocational Qualifications (NCVQ) 098, 180, 181
Griffith University. Faculty of Education 099, 100, 101, 102, 103

Hollybank Forestry Centre. 091
Holmesglen College of TAFE. Occupational Health and Safety Unit 203

Indonesia. Ministry of Education and Culture 302, 304

Kelly Associates Strategic Solutions. 229

Library Policy Advisory Committee. (LPAC) 013

National Centre for Vocational Education Research. (NCVER) 092, 093, 094, 095, 096, 150
National Centre for Vocational Education Research. Statistical Services Division (NCVER) 176, 177
New Zealand. Ministry of Education 275
NSW. Technical and Further Education Commission 041

Organisation for Economic Co-operation and Development. Centre for Educational Research and Innovation (OECD) 281, 282
Overseas Vocational Training Association (Japan). (OVTA) 283

Philippines. Technical Education and Skills Development Authority (TESDA) 279

Queensland. Dept of Training and Industrial Relations (DTIR) 047

South Australia. Dept of Education, Training and Employment 050, 054, 056
Southeast Asian Ministers of Education Organisation. Regional Centre for Vocational and Technical Education (SEAMEO VOCTECH) 280

TAFE NSW. Counselling and Career Services Support Unit 020
Tasmania. Dept of Industrial Relations, Vocational Education and Training (DIRVET) 085
Tasmania. Dept of Vocational Education and Training (DVET) 083, 086, 087, 088
Tasmanian Rural Industry Training Board. 090

UNESCO. Principal Regional Office for Asia and the Pacific 291, 292, 293, 294, 295, 296, 297, 298
UNESCO. Section for Technical and Vocational Education 286, 290
United States. Dept of Education (NCES) 184

Victoria. Office of Training and Further Education (OTFE) 211
Victoria. State Training Board 214

This index lists subjects in alphabetical order, with record entries grouped under the relevant subject heading. The numbers listed in this index refer to the running numbers of the individual entries.

SUBJECT INDEX

Aboriginal community 208
Aboriginal education 049, 230, 331
Aborigines 230
Academic achievement 249
Academic education 125
Access to education 005, 070, 131, 139, 212, 269, 288, 318, 327
ACCI 179
Accountability 123
Accreditation 051, 182, 185
Accreditation and Registration Council 051
ACE 197
ACEID 291, 292, 293, 294, 295, 296, 297, 298
Achievement 324
Action research 235
ACTU 074
Adult 126
Adult and Community Education 197
Adult basic education 022, 023, 030, 218, 219
Adult education 134, 142, 199, 215, 216, 229, 231, 232, 233, 234, 236, 258, 259, 261, 263, 264, 265, 266, 268, 269, 270, 271, 272, 273
Adult learning 116, 118, 165, 215, 216, 231, 234, 235
Agricultural training 090
Agriculture 169
Analysis 289, 321
Annual report 214, 239
ANTA096, 132, 150, 153
ANTA funded project 080, 081, 082, 086, 091, 096, 127
APESMA 071
Apprentice 154, 157
Apprenticeship 015, 058, 069, 076, 096, 116, 176, 177, 179
APSDEP 284
Aquaculture 050
ARC 051
Article 232, 236, 237
Articulation 034, 169
Asia 284, 291
Asia-Pacific Centre of Educational Innovation for Development 291, 292, 293, 294, 295, 296, 297, 298
Asian 250
Assessment 022, 029, 036, 062, 082, 097, 098, 111, 135, 152, 180, 181, 185, 186, 204, 285
Association of Professional Engineers, Scientists and Managers, Australia 071
Auckland Institute of Technology 248
Audio equipment 207
Audiovisual instruction 207
Australia 278, 297
Australian Capital Territory 001, 002, 003, 004, 006, 007, 310
Australian Chamber of Commerce and Industry 179
Australian Council of Trade Unions 074
Australian National Training Authority 077, 153
Australian Vocational Training System 138, 176, 177, 211
AVETMISS 021, 176, 177
AVTS 138, 211

Bangladesh 303, 305
Benchmarking 021, 321
Best practice 049, 091, 172, 238, 317, 318
Bibliography 055
Business organisation 112, 140
Business skill 300

Cameroon 309
Canada 115, 148
Canberra Institute of Technology 002, 003
Career development 088, 129, 228
Case study 067, 068, 069, 116, 132, 146, 179, 186, 324
CBT 127, 130, 335
Centre for Learning and Work Research 063
Certificate 155
Certificate course 022, 023, 024, 312, 313, 314
China 294
Classroom 164
Classroom instruction 243
Client satisfaction 002, 021, 123, 197
Cognitive process 104, 118
College 148, 202
Colombo Plan Staff College for Technical Education 291, 292, 293, 294, 295, 296, 297, 298, 299, 301
Communication 005, 107, 126
Communication skill 114
Community 156, 258, 259, 261, 266
Community education 162, 199, 229, 232, 233, 236
Community organisation 046
Community participation 003
Community programme 242
Community resources 162
Comparative analysis 184
Competence 114, 163, 166, 168
Competency 149, 159, 332
Competency based assessment 080, 183, 285
Competency based training 017, 081, 082, 097, 127, 130, 144, 152, 168, 335
Competency standard 023, 169
Competition 018, 031, 143, 145
Computer aided design 004, 072, 084
Computer assisted instruction 011, 012, 014, 053, 137
Computer literacy 005
Computer managed learning 137
Computer operating system 004
Computer programme 084
Conference 231, 232, 278
Conference paper 099, 100, 101, 102, 103, 199, 238, 239, 240, 245, 246, 247
Conference report 047, 099, 100, 101, 102, 103, 301, 307
Confintea V 231
Conflict 237
Construction industry 084
Consultation 320
Consultation paper 229
Consumer 170
Continuing education 267
Cooperation 158, 280
Cost effectiveness 200
Country paper 305, 306
Country study 291, 292, 293, 294, 295, 296, 297, 298
Course 135
Course design 079, 234
Course evaluation 093, 311, 322
CPSC291, 292, 293, 294, 295, 296, 297, 298, 299, 301
Critical thinking 065
Cultural change 107, 117, 235
Cultural factor 262
Culture 117
Curriculum 007, 072, 106, 136, 144, 172, 185, 277, 286, 300, 335
Curriculum development 023, 072, 081, 109, 268
Curriculum evaluation 023
Customer relations 114, 197

Data analysis 164, 319, 325
Decision making 164
DEETYA 325
Delivery system 075, 317

SUBJECT INDEX

Dept of Vocational Education and Training 190
Deutsche Kinderklasse 242
Development project 112
Diesel mechanic 065
Directory 215
Disability 027, 086
Disabled person 236, 327
Disadvantaged 016, 035, 212, 230, 236, 318
Distance study 011, 113, 207
Draughting 004
Drug education 025
DVET 190

EBT 142
Economic opportunity 208
Economic recession 168
Economics of education 014
Economy 201
Education 113, 124, 143, 146, 167, 281, 282, 302
Educational development 304
Educational expenditure 184
Educational finance 028, 077
Educational indicator 281, 282
Educational institution 202, 205
Educational needs 060
Educational opportunity 230, 236
Educational policy 069, 124, 167, 168, 229, 261, 323, 328
Educational reform 018, 041, 245
Educational research 133, 167
Educational resources 247, 265
Educational system 281, 282
Educational technology 010, 011, 012, 013, 037, 045, 072, 301
Educational television 043, 044
Educator 159
Electronic engineering 283
Electronic technology 005
Employee 131, 149, 157, 171, 179, 211
Employees attitude 067
Employer 031, 042, 094, 095, 157, 160, 179, 195
Employment 002, 093, 188, 189, 191, 330
Employment opportunity 006, 093, 212
Employment service 192, 193
Engineering 070, 071
Engineering drawing 004
Engineering education 071
English 030, 253
English (second language) 007
Enrolment 001, 083
Enterprise 068, 125, 171, 208, 323, 332
Enterprise Based Teacher 142
Entertainment 150
Entrepreneur 143, 300
Entry level training 169, 175, 211, 334, 336
Environmental education 210
Equal opportunity 016, 027, 033, 035, 086, 205, 212, 217, 327
Equal treatment 016
Ethics 118
Evaluation 085, 097, 135, 192, 206, 207, 220, 254, 275, 286
Evaluation techniqu 239
Examination 020
Experiential learning 080, 081, 082, 118, 182
Expert 106

Farm 169
Feminism 232
Fiji 305
Final report 206
Financial policy 077
Fishing 079
Flexibility 107
Flexible delivery 021, 026, 075, 081, 089, 124, 153, 225, 227, 236, 317
Food processing 050
Foreign student 250
Forestry training 049, 091
Formal training 138
France 182
Functional literacy 287
Fund 194
Further education 164, 200, 213
Future 009, 019, 251, 266

General education 160
GLLADRAPPS 075
Government 167
Government policy 018, 124, 145, 148, 156, 159, 172, 200, 205
Graduate 002, 092, 093, 191
GREAT 017
Griffith University 063
Group for Research in Employment and Training 017
Group training 158
Guide 204, 223
Guidelines 226

Higher education 111, 133, 148, 172, 174, 251, 260, 276
Higher School Certificate 020, 041
Horticulture 048, 050, 169, 311
Hospitality 036
Hotel management 313
Housing 046
HRD 136, 166
HSC 020, 041
Human resource development 136, 166, 303

ICSI 141
Implementation 097
India 306, 309
Individualised Computer-Simulated Instruction 141
Indonesia 278, 302, 304, 305
Industrial growth 278
Industry 050, 109, 115, 125, 136, 142, 167, 172, 174, 179, 220, 280, 323
Industry Training Council 059, 224
Information 114, 164
Information centre 307
Information literacy 005, 054
Information network 005
Information technology 053, 070, 078, 107, 137, 317
Innovation 115, 135
Instructional design 025
Integrated training 154
International 184, 273
International cooperation 278
Internet 005, 011, 012, 013, 027, 045, 078, 155, 315, 317
Interview 131, 140, 186, 254
Intranet 005
Investment 220

Japan 283, 292
Job enrichment 067
Job placement 188
Job satisfaction 067

Key competency 029, 120, 152
Knowledge 171
Korea 296

Labour market 050, 210
Labour productivity 028
Land 210
Landcare Environment Action Program 210
Language 022, 023, 030, 034, 043, 044, 255, 256
Language teaching 007, 082, 142, 241, 242, 243, 244, 253
Lao Republic 244
Leadership 038, 156
LEAP 210
Learner 109
Learning 014, 016, 035, 045, 099, 100, 101, 102, 103, 105, 108, 115, 120, 125, 126, 127, 128,

133, 137, 138, 139, 141, 147, 148, 160, 163, 166, 170, 172, 173, 210, 274
Learning experience 185, 270
Learning process 066, 129, 139, 262
Learning support 030, 032
Legislation 086, 205
Leisure 150
Library 013, 034
Library automation 013
Lifelong learning 107, 161, 183
Literacy 022, 023, 030, 034, 043, 044, 082, 142, 216, 219, 264
Literature survey 208, 329, 330, 331
Local government 022, 023, 024, 039, 040, 173
Low rent housing 046

Malaysia 293, 305
Management 053, 071, 122, 143, 156, 312
Management development 208
Manager 171, 211
Manual 025, 248, 275
Manufacturing 049, 060
Maori 247, 249, 251, 252, 253, 254, 257, 260, 261, 262, 274, 276, 277
Market 145, 189
Marketing 005
Mathematics 110, 120, 152, 218, 256
MCCEETYA ACE Taskforce 229
Measurement 021
Mechanic 106
Meeting 284
Melbourne 213
Mentor 122, 129, 206, 324
Methodology 134, 167
Migrant education 126, 142
Migrant worker 042
Ministry of Education and Culture 302, 304
Minority group 212
Model 084, 135, 178, 324, 335
Modern Apprenticeships 069
Modernisation 107

National 274
National Centre for Vocational Education Research 187, 209
National Reporting System 022, 023
National Staff Development Committee 080, 081, 082
National Training Framework 130, 170
National Vocational Qualifications 098, 168, 180, 181, 183
NCVER 096, 150, 187, 209
Needle and Syringe Exchange Program 025
Needs assessment 109, 224
Nepal 305
Network 112, 162, 171, 307
New Apprenticeships 015, 076, 116, 157
New England Institute of Technical and Further Education 026
New South Wales 008, 013, 020, 025, 026, 030, 031, 033, 040, 041, 197
New Zealand 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277
New Zealand Qualifications Framework 274
Non English speaking 060, 241
North Metropolitan College of TAFE (W.A.). Joondalup campus 021
NRS 022, 023
NSEP 025
NSW 008, 013, 020, 025, 026, 030, 031, 033, 040, 041, 197
NTF 130, 170
Numeracy 022, 023, 030, 110, 120, 216, 218
NVQ 098, 168, 180, 181, 183

Occupation 093, 117, 165
Occupational health 055, 203
Occupational safety 055, 203
OECD 281, 282
Off-the-job training 149, 154
On-the-job training 024, 039, 040, 130, 149, 154, 206
Open learning 021, 025
Open Training and Education Network 021, 025, 032
Opportunity 288
Organisation development 037, 161
Organisational change 038, 053, 121, 122
OTEN 010, 021, 025, 032
OTFE 132
Out-of-school education 120
Outcome of education 002, 021, 131, 233

Pacific region 284, 291
Painter 106
Papua New Guinea 305
Parent 190
Participation 070, 131, 171, 207
Pedagogics 119, 252
Peoples Republic of China 305
Performance indicator 021
Periodical 008, 056, 063, 187, 209
Philippines 279, 295, 305
Pilot project 029, 169, 211
Pilot study 106, 225
Planning 304
Planning of training 088
Plastics industry 060
Policy 336
Policy formation 069, 229
Policy statement 255
Postcompulsory education 097, 130, 194, 224, 327
Private enterprise 132
Private sector 192
Private training provider 089, 123, 160, 170, 198
Problem solving 159
Productivity 278
Professional continuing education 113, 121, 215
Professional knowledge 267
Professional worker 165
Profile 149
Programme 284
Programme cost 021
Programme evaluation 043, 044
Project evaluation 088
Psychology 066
Public education 145
Public school 145
Public sector 192
Purchasing 049

Qualifications 149, 168, 285, 320
Quality 021, 061, 095, 098, 164, 180, 181, 285
Quality control 061, 064, 087, 322
Quality of working life 166
Queensland 049
Questionnaire 002, 289

Radio 062
Ramler report 213
Reading 043, 044
Recognition of prior learning 017, 080, 085, 127, 182, 248, 285
Recommendation 206
Regional 156, 162
Relevance of education 095
Report 284, 299

SUBJECT INDEX

Republic of Korea 305
Research 090, 099, 100, 101, 102, 103, 105, 131, 132, 152, 157, 167, 222, 272, 289
Research method 257
Research project 115, 166, 233
Research report 228
Research study 138, 140, 173, 178
Residential care 119
Resource allocation 021
Resource centre 054
Resource material 203
Retraining 235
Role playing 118
RPL 127, 182, 285
Rural area 208, 219
Rural education 026, 230
Rural industry 090
Rural sector 049
Rural training 090, 169
Rural youth 326
Rural-urban disparity 326

SAPMITAB 060
SBT 175
School 057
School leaver 329
Science 277
Scotland 181
SEAMEO VOCTECH 280
Secondary education 041, 134
Secondary school 057, 128, 147, 190
Self esteem 151, 237
Self help 151
Self instructional material 025
Service sector 114
Sex discrimination 205
Simulation 118
Skill 042, 129, 159, 162, 163, 169, 174, 188, 290, 335
Skill development 135, 279
Small Business Traineeship 175
Small scale industry 067, 088, 089, 171, 211, 221, 300, 333
Social change 290, 328
Social services 003
Social work 003, 117
Social worker 117
Society 109, 117, 124
Socioeconomic background 035
Sociology 158
South Africa 113
South Australia 050, 051, 052, 053, 054, 055, 056, 057, 058, 059, 061, 062, 317, 318
South Australia. Dept for Employment, Training and Further Education. LEARN Network 054
South Australian Process Manufacturing Industry Training Advisory Board 060
Speech 073
Staff 163
Staff development 108, 227, 228, 316
Standard 086, 274
Statistical analysis 001, 282
Statistical data 096, 176, 177, 302
Statistical table 001, 302
Statistics 096, 176, 177, 184, 279, 281, 282, 302
Student 128, 135, 147, 149, 164, 172, 179, 188, 190, 192, 193, 239, 310, 324, 336
Student mobility 325
Student performance 207
Student retention 021
Study 184, 336
Study tour 090, 202
Summary 225
Supervisor 128, 147
Supply and demand 132
Survey 031, 032, 083, 085, 092, 093, 094, 095, 131, 132, 186, 190, 197, 240, 280, 310
Sweden 112, 166
Sydney Institute of Technology 045

TAFE 006, 008, 010, 013, 016, 020, 026, 030, 035, 040, 041, 045, 050, 051, 052, 054, 055, 056, 057, 058, 061, 073, 074, 079, 086, 092, 093, 138, 143, 150, 153, 170, 179, 190, 191, 193, 198, 200, 201, 213, 214, 233, 317, 322, 325
TAFE college 049
TAFE HSC Pathway 020
TAFE student 083
TAFE teacher 121
Taiwan 141
Tasmania 083, 084, 085, 087, 089, 090, 091, 190
Tax 194
Te Poutama Pounamu Research Whanau 247
Teacher 127, 128, 142, 146, 147, 215, 227, 335
Teacher training 146, 246, 252, 271, 308
Teaching 016, 035, 045, 120, 127, 133, 144, 164, 174, 210, 234, 245
Teaching method 066, 241, 243, 252, 253, 256
Team work 160, 173
Technical education 164, 213, 279, 280, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 301, 303, 305, 306, 307, 308, 309
Technical institute 200
Technical school 148
Technical writing 314
Technological change 009, 290
Technology 027, 122
Tertiary Preparation Certificate 020
TESDA 279
Textbook 283
Thailand 298
TPC 020
Traditional culture 148
Trainee 031, 149, 154, 157
Traineeship 015, 031, 058, 076, 096, 116, 157, 169, 175, 176, 177, 179
Trainer 089, 130, 136, 159, 227
Training 047, 108, 112, 114, 130, 139, 155, 158, 187, 188, 209, 220, 237, 278, 290, 308, 333
Training administration 052
Training evaluation 234, 285
Training management 038
Training market 018, 058, 064, 123, 132, 143, 149, 213
Training needs 060, 123, 221, 224
Training needs analysis 006, 084
Training objective 135
Training package 130, 223
Training policy 006, 018, 222
Training process 132
Training programme 015, 203, 332
Training system 058, 077, 179, 279
Training within industry 058, 068
Transferable skill 240
Transformative learning 235
Transition from school to work 169
Trend 009, 259, 263, 266, 289
Tutorial 030

UK 028, 069
Unemployed 131
Unemployment 189, 196
UNESCO 286, 305, 306, 307, 308, 309
UNEVOC 291, 292, 293, 294, 295, 296, 297, 298, 305, 306, 307, 308, 309

United Kingdom 028, 098, 168, 180, 181, 182, 183, 202
United States of America 202
University 111, 148, 170, 174, 325
University graduate 113
University of British Columbia 115

VET 152, 153, 156
Victoria 145, 200, 214, 217, 219, 221, 222, 322
Victoria. State Training Board 214
Video cassette 179
Violence 119
Visually disabled 027
Vocational education 006, 008, 050, 051, 052, 053, 054, 055, 056, 057, 058, 059, 061, 062, 063, 064, 065, 066, 067, 068, 069, 070, 071, 072, 073, 074, 075, 076, 077, 078, 079, 084, 085, 086, 087, 092, 093, 094, 095, 097, 104, 106, 109, 113, 116, 118, 121, 123, 127, 129, 131, 132, 136, 140, 145, 150, 152, 153, 156, 158, 159, 161, 164, 168, 169, 170, 174, 178, 187, 189, 194, 195, 196, 198, 201, 202, 209, 211, 213, 217, 220, 221, 222, 230, 233, 234, 280, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 301, 303, 305, 306, 307, 308, 309, 311, 317, 318, 319, 320, 321, 323, 324, 326, 327, 328, 329, 331, 334, 336
Vocational follow-up 002
Vocational guidance 129
Vocational preparation 178
Vocational teacher 146, 155
Vocational training 006, 008, 047, 050, 051, 052, 053, 054, 055, 056, 057, 058, 059, 060, 061, 062, 063, 064, 065, 066, 067, 068, 069, 070, 071, 072, 073, 074, 075, 076, 077, 078, 079, 087, 089, 092, 093, 094, 095, 097, 106, 113, 116, 118, 121, 123, 127, 129, 131, 132, 136, 140, 145, 150, 152, 153, 156, 159, 168, 170, 178, 189, 194, 195, 196, 198, 201, 202, 206, 211, 213, 215, 216, 226, 230, 285, 286, 317, 318, 320, 321, 323, 324, 327, 328, 329, 331, 334, 336
Volunteer training 046

Western Australia 175
Whare wananga 251, 260, 276
Wine 050
Women 060, 070, 112, 140, 217, 232, 233, 288, 316, 319
Women's education 217
Womens education 232, 309
Wool 050
Work 099, 100, 101, 102, 103, 108, 290, 336
Work environment 121
Work experience 149
Work performance 332
Worker 151, 290
Workers education 263
Workers participation 160
Working conditions 328
Workplace 114, 119, 122, 126, 138, 149, 151, 154, 167, 186, 204, 287, 290
Workplace education 039, 040, 062, 082, 105, 107, 108, 110, 111, 115, 116, 125, 128, 136, 138, 147, 161, 163, 165, 166, 170, 172, 173, 185
Workplace learning 081
World Wide Web 005, 011, 012, 027, 045, 137, 155
Writing 043, 044
WWW 137

Youth 175, 330, 334
Youth programme 015

NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH LTD

Vocational Education & Training Research Database

Number 36 June 1998 TD 53

BEST COPY AVAILABLE

Vocational Education & Training Research Database

Number 36

June 1998

Compiled and edited by
Sarah Hayman, Jeanne MacKenzie, Heather Adams
and Lea-ann Harris

© 1998 National Centre for Vocational Education Research Ltd (NCVER)
A.C.N. 007 967 311

Single copies may be made by TAFE authorities without restriction.

ISSN 1034 - 0815

Database compiled by:
National Vocational Education and Training Clearinghouse Information Network.
The database is indexed using the APSDEP Thesaurus.
Web version: http://www.ncver.edu.au/voced.htm

Published by:
NCVER Ltd, 252 Kensington Road, Leabrook 5068, South Australia.

Frequency:
Quarterly issues per year: March, June, September, December.

Sales and subscriptions:
NCVER (08) 8333 8400

CONTENTS

National, State, Territory and polytechnic clearinghouse addresses	iv
Introduction	v
Network of clearinghouses	v
Objectives of the National Clearinghouse Information Network	vi
Types of material and information accepted by the Clearinghouse	vi
How to locate documents or information	vi
How to contribute to the National Clearinghouse	vi
Clearinghouse Document Request Form	vii
Projects in Progress Submission Form	viii
Clearinghouse Documents Submission Form	ix
Samples of entries	x
Focus on . . .	1
Document entries	9
Australian Capital Territory	9
New South Wales	11
Queensland	15
South Australia	19
Tasmania	25
National Centre for Vocational Education Research	29
Victoria	53
Western Australia	55
Australian National Training Authority	58
Council of Adult Education	58
New Zealand	62
INTERNATIONAL	64
UNEVOC	82
Projects in progress entries NSW; SA; VIC; NREC; ANTA	83
Indexes	89
Title	89
Author	97
Corporate author	99
Subject	101

NATIONAL, STATE, TERRITORY AND POLYTECHNIC CLEARINGHOUSE ADDRESSES

Australian Capital Territory Clearinghouse
Canberra Institute of Technology
Library, Southside Campus
GPO Box 826
Canberra City 2601
Ph: (02) 6207 4810
Fax:(02) 6207 4805
Email: heather.carter@cit.act.edu.au

NSW TAFE Clearinghouse
Open Learning Library and Information Service
Level 1, 51 Wentworth Road
Strathfield NSW 2135
Ph: (02) 9715 8294
Fax:(02) 9715 8292
Email: julie.avery@tafensw.edu.au

Northern Territory TAFE Clearinghouse
Library, NTU
PO Box 41246
Casuarina NT 0811
Ph: (08) 8946 7173
Fax:(08) 8945 1317
Email: bev@library.ntu.edu.au

Queensland TAFE Clearinghouse
Open Learning Institute of TAFE
GPO Box 1326
Brisbane Qld 4001
Ph: (07) 3259 4171
Fax:(07) 3259 4349
Email: olilibrary@vettweb.net.au

South Australian TAFE Clearinghouse
Adelaide Institute of TAFE LRC
GPO Box 1872
Adelaide SA 5001
Ph: (08) 8207 8653
Fax:(08) 8207 8434
Email: traceyde@tafe.sa.edu.au

Adult & Community Education (ACE) Clearinghouse
Council of Adult Education
256 Flinders Street
Melbourne Vic 3000
Ph: (03) 9652 0752
Fax:(03) 9654 6759
Email: PETERF@cae1.cae.edu.au

UNEVOC Clearing House
OLIMCH
Adelaide Institute of TAFE
GPO Box 1872
Adelaide SA 5001
Ph: (08) 8207 8634
Fax: (08) 8207 8434
Email: joannage@tafe.sa.edu.au

Tasmanian TAFE Clearinghouse
Office of Vocational Education & Training
GPO Box 169B
Hobart Tas 7001
Ph: (03) 6233 7118
Fax:(03) 6233 4585
Email: library@dvet.tas.gov.au

Victorian TAFE Clearinghouse
OTFE Resource Centre
Office of Training & Further Education
PO Box 266D
Melbourne Vic 3001
Ph: (03) 9637 2639
Fax:(03) 9637 2470
Email: Peter.Ring@dse.vic.gov.au

Western Australian V.E.& T Clearinghouse
Library and Information Service
WA Department of Training
1 Prospect Place
West Perth WA 6005
Ph: (08) 9227 3294
Fax: (08) 9227 3355
Email: Fitzpm@PROSPECTPL.training.wa.gov.au

National Vocational Education and Training Clearinghouse
National Centre for Vocational Education Research (NCVER)
252 Kensington Road
Leabrook SA 5068
Ph: (08) 8333 8443
Fax:(08) 8331 9211
Email:sarah@ncver.edu.au

New Zealand Polytechnic Clearinghouse
Auckland Institute of Technology
Private Bag 92006
Auckland 1020 New Zealand

Ph: (64-9) 307 9999
Fax:(64-9) 307 9996
Email: janet.powell@ait.ac.nz

Australian National Training Authority
Library
GPO Box 3120
Brisbane Qld 4001
Ph: (07) 3246 2300
Fax: (07) 3246 2490
Email: dunkc@ANTA.gov.au

INTRODUCTION

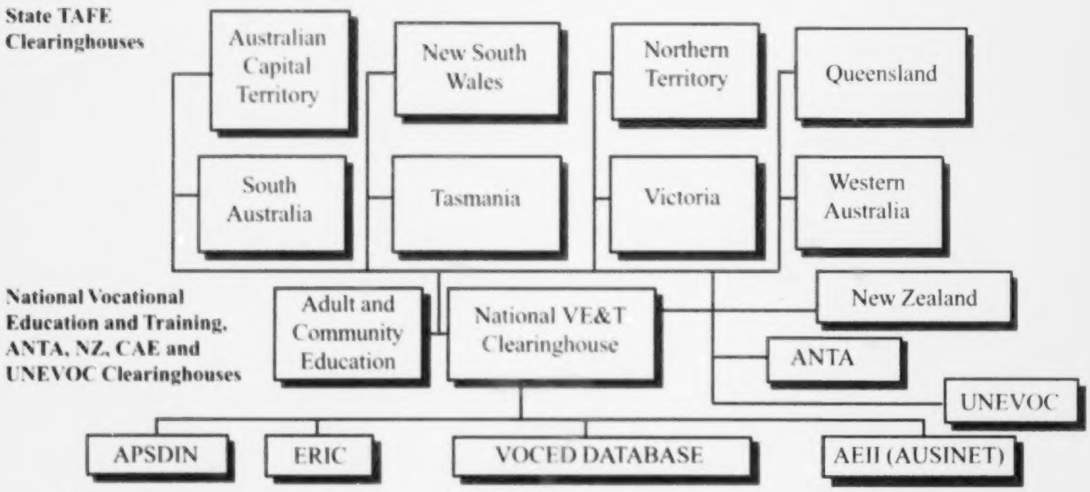
BACKGROUND

The National Vocational Education and Training (NVE&T) Information Network system was established by the Conference of Directors of Technical and Further Education in November 1978 as the "National TAFE Clearinghouse". The six Australian State and two Territory Clearinghouses, linked together by the National Clearinghouse, were made responsible for accessioning documents by and about TAFE and Training organisations and facilitating access to copies of these documents in response to requests. The National Clearinghouse became responsible for co-ordinating the system and in particular for disseminating the information to the TAFE and Training network in the form of a machine readable database and a printed copy. Late 1991 the Clearinghouse was renamed the **National Vocational Education and Training Clearinghouse** to reflect the broader scope of the service. Late 1992 New Zealand joined the Clearinghouse information network, broadening the geographical base of the information access.

The **Vocational Education and Training Database** is the present Clearinghouse product. Its predecessors, **Initiatives in Technical and Further Education** and **TAFE Projects in Progress** ceased publication in 1989. The type of information found in these two publications is now merged into the one database. To this is added internationally relevant information on vocational education and training, obtained from various sources, including information received from the Asian and Pacific Skill Development Information Network (APSDIN) of the International Labour Office (ILO), of which the National VE&T Clearinghouse is the Australian node. The National Clearinghouse sends Australian vocational education information to APSDIN for inclusion into the regional database, thus enhancing the information flow in vocational education in the Region. The international material is combined in the APSDIN section. The VOCED database is available in hard copy and on datadiskette using the **CDS/ISIS (MicroISIS)** software.

The National Clearinghouse also shares its information with the Australian Education Index database (AEII), available via the Australian Information Network (AUSINET) and on AUSTROM. Links with other Clearinghouses, such as the Educational Resources Information Centre (ERIC), have been established as well.

The diagram below illustrates the relationship of the National Vocational Education and Training Information Network.


State TAFE Clearinghouses
Australian Capital Territory
New South Wales
Northern Territory
Queensland
South Australia
Tasmania
Victoria
Western Australia
National Vocational Education and Training, ANTA, NZ, CAE and UNEVOC Clearinghouses
Adult and Community Education
National VE&T Clearinghouse
New Zealand
ANTA
UNEVOC
APSDIN
ERIC
VOCED DATABASE
AEII (AUSINET)

Objectives of the National Vocational Education & Training Clearinghouse Information Network are to:

- provide enhanced access to national and international vocational education and training information
- encourage initiatives in vocational education and training
- provide the opportunity for publications and research information produced by TAFE and Training staff to be disseminated on a national and international basis
- provide avenues for the publication and dissemination of information about research in progress
- prevent the duplication of research activities by providing a central information resource about vocational education and training research
- deliver the information in the most convenient, cost-effective method
- continually monitor, test and evaluate new ways of disseminating information.

Types of material and information accepted by the National Clearinghouse

- research reports; technical reports
- evaluation studies; feasibility studies
- curriculum materials (these may include syllabus documents; student materials; textbooks; teacher's guides; audio visual materials; tests, etc.)
- policy documents
- questionnaires; survey results
- workshop/seminar/conference proceedings
- theses; teacher contracts
- bibliographies; catalogues
- information on research and projects in progress
- relevant journal articles

How to locate documents or information

Once references are located via the indexes, requests for documents where the records show the **TD/** (TAFE/Training document) identifier (e.g. TD/TNC 19.01) should be directed to the source listed in the **Availability** field of the record. This is usually the State/Territory/National Clearinghouse from where the material originated.

Where records show the **TPP/** (Training Project in Progress) identifier (e.g. TPP/TAS 19.01), further information regarding the listed project can be obtained by contacting the author/project co-ordinator at the given address.

Records giving the **APSDIN** and/or **INT** identifier show the availability details of the document in the reference.

How to contribute to the National Clearinghouse

You may contribute to the database by forwarding to the State or Territory/National Clearinghouse Officer a Clearinghouse Document Submission form (see page ix) and **two** copies of your document. Additional copies of this form may be obtained from your Clearinghouse Officer, or photocopied from the sample.

To contribute information on research or projects in progress, please complete a copy of the appropriate form (see page viii), and send this to your Clearinghouse Officer. Please photocopy this form as necessary, or request additional copies of this form from your Clearinghouse Officer.

CLEARINGHOUSE DOCUMENT REQUEST FORM

- Before requesting a document through the Clearinghouse System, check first whether it is held by your local TAFE or Polytechnic College library or institutional library.
- Some documents may be available on loan from your Clearinghouse, or you may apply through your College library or institutional library for an Interlibrary loan.
- Where stated, Clearinghouse documents may be obtained by completing and forwarding this Clearinghouse Document Request Form addressed to the *National (Australian or New Zealand), State or Territory Clearinghouse* from where the document originated.
- Where author(s) or institution(s) are cited in the Availability category of the Document Entry, apply directly to these at the address shown.
- Photocopies of this form may be used for requests for documents.

NATIONAL VOCATIONAL EDUCATION AND TRAINING CLEARINGHOUSE INFORMATION NETWORK

DOCUMENT REQUEST FORM

TD NO ______________________________

AVAILABILITY (as shown in document entry) ______________________________

____

____

AUTHOR(S) ______________________________

TITLE ______________________________

____

AVAILABLE FORMAT: **Interlibrary loan** ☐ **Photocopy** ☐ **Microfiche** ☐

PRICE (if purchasing) ______________ No. OF COPIES ______________

REQUESTED BY ______________________________

POSITION ______________________ DATE ______________

ADDRESS ______________________________

____

TELEPHONE ______________

FACSIMILE ______________

PLEASE FORWARD THIS FORM TO THE APPROPRIATE
NATIONAL/STATE/TERRITORY CLEARINGHOUSE

NATIONAL VOCATIONAL EDUCATION AND TRAINING CLEARINGHOUSE

PROJECTS IN PROGRESS SUBMISSION FORM

Prepared by: ....

Phone (   ) ....
Fax (   ) ....
Email address:

Please return to:
Ms Sarah Hayman
National Centre for Vocational Education Research
252 Kensington Road
LEABROOK SA 5068.
Phone: (08) 8333 8443

PROJECT REFERENCE NO. (Office use only)

PROJECT TITLE:

CONTACT PERSON (s):

ADDRESS AND PHONE NUMBER(s):

PROJECT STATUS:
(please circle one) Planned Current Ongoing

PROPOSED COMPLETION DATE:

ESTIMATED COST OF PROJECT:

REMARKS: (e.g. suggested keywords, aim of project, materials to be produced by the project, other relevant information)

DOCUMENTS SUBMISSION FORM

NATIONAL VOCATIONAL EDUCATION AND TRAINING CLEARINGHOUSE INFORMATION NETWORK

Please forward completed form together with TWO COPIES of the document to: Ms Sarah Hayman, National V.E. & T. Clearinghouse, 252 Kensington Road, Leabrook S.A. 5068, or your local National, State or Territory Clearinghouse.

TITLE: (*as cited on title page of document*)

PUBLICATION DATE:

AUTHOR(S): (*personal or corporate*)

PUBLISHER: (*e.g. Institution*)
ADDRESS:

PLACE OF PUBLICATION:

SERIES: (*e.g. Discussion paper no.13*)

ABSTRACT: (*brief description not exceeding 150 words. Include purpose, type of study, research sample, source treatment and presentation of data, findings, conclusions, special features, etc.*)

NUMBER OF PAGES, NOTES, ETC:

SUGGESTED KEY WORDS: (*e.g. subjects, places, names*)

CONTACT PERSON:
ADDRESS:

FAX No: **TELEPHONE No:**

NUMBER OF COPIES AVAILABLE TO CLEARINGHOUSE:
COST OF PUBLICATION: $

One of the chief roles of the National Vocational Education and Training Clearinghouse Information Network is to distribute copies of documents lodged. This requires the author(s) to give to the Clearinghouse permission to reproduce and distribute the document, by signing the release below. Authors not wishing to grant this permission will become responsible for distribution, and accordingly, requests for copies of the document will be directed to them.

PERMISSION OF AUTHOR(S)

I/We hereby grant permission to the National Vocational Education and Training Clearinghouse Information Network to reproduce and distribute this document as required.

SIGNATURE OF AUTHOR(S): **DATE:**

Sample of Document Entry

01343	MFN (Master File Number)
TD/QLD 18.03	TAFE Document number
Baxter, E. P.	Author(s)
Excellence in teaching: professional development in technical and further education	Title
Brisbane: Dept of Employment, Vocational Education and Training, Div of Operational Performance, 1988, 75p.	Publisher, date of publication, pagination
Vocational teachers' reactions to the implementation of an Excellence in Teaching staff development program were analysed in technical and further education developed by the Australian Council for Education Research (Fordham and Ainley, 1980) was used to assess the impact of the Excellence in Teaching program. Although the overall impact of the staff development program was positive, specific areas were identified by workshop participants and other key individuals which could benefit from further attention in subsequent programs. Recommendations for future ET programs are put forward.	
Keywords: Staff development; Technical education; Vocational teacher; Performance appraisal; Teaching.	Descriptors/Keywords/Identifiers
Available from: Queensland TAFE Clearinghouse, Open Learning Institute of TAFE, GPO Box 1326, Brisbane, Qld 4001. MFiche free.	Availability/Source

Sample of a Project Entry

01357	MFN (Master File Number)
TPP/TNC 18.01	Project in Progress number
Hall, William.	Contact person
Monograph series: Getting to grips with ...	Project title
This projected series of monographs aims to cover topics of important and current interest. The first two titles will cover: Skills auditing and competency based training and assessment. These monographs are intended mainly for TAFE teachers.	Summary of project
Project Status: Current. Cost: $37,000 for first two titles (DEET).	Project status and cost
Keywords: TAFE; Vocational education; Training; TAFE teachers; Competency based training; Skill.	Descriptors/Keywords/Identifiers
Project Contact address: National Centre for Vocational Education Research (NCVER) 252 Kensington Road, LEABROOK, S.A. 5069 (08) 8333 8400	Contact address

124

FOCUS ON . . .

INTERNATIONAL INFORMATION IN VOCED

From the June 1998 issue (TD53) onwards, the VOCED research database contains a new numbering sequence: TD/INT replaces the categories previously labelled APSDIN and UNEVOC. This reflects the wider coverage of overseas vocational education and training material we are aiming to capture for the database.

In the past, the Clearinghouse links have been with the Asian Pacific Skills Development Information Network (APSDIN) – an ILO based network, and with UNESCO's UNEVOC network. NCVER is the Lead Institution for Information Networking for the ILO's Asia Pacific Skill Development Programme (APSDEP), and has a UNEVOC Clearinghouse node which submits material from the UNEVOC network for the database. While we continue to maintain these valuable links vigorously, we are also building up links with other organisations in the region, establishing strategic alliances with other partners and beginning systematic indexing of international key journals which contain information on vocational education and training.

NCVER has signed memoranda of understanding (MOUs) with three international organisations: the Overseas Vocational Training Association (OVTA) in Japan; the South East Asian Ministers of Education Organisation Regional Centre for Vocational and Technical Education (SEAMEO VOCTECH) in Brunei Darussalam and the Colombo Plan Staff College for Technician Education (CPSC) in the Philippines. Further MOUs are in the process of being developed with other countries in the region. These agreements cover exchange of publications between organisations and give the clearinghouse access to key documents in the region for inclusion in the database.

Countries from the Asia Pacific region covered by our existing networks include: Australia, Bangladesh, Brunei, Cambodia, China, Fiji, India, Indonesia, Iran, Japan, Kiribati, Korea, Laos, Malaysia, Myanmar, Nepal, New Zealand, Pakistan, Papua New Guinea, the Philippines, Sri Lanka, Thailand, Tonga, Vietnam and Western Samoa. Information is also available from the United Kingdom (especially England and Scotland) and the United States as well as some European countries. Material on all countries mentioned can be found in the VOCED database by searching on the name of the country. Other useful key search terms include: international programme; international cooperation; international education; international market; internationalisation; International Labour Organisation; ILO; UNESCO; UNEVOC; APSDIN; APSDEP; foreign student; Asia; Pacific region.

There is some curriculum material from overseas countries included in VOCED, but in general the information provided is on: vocational education and training research, training policy and systems in the different countries, and any published statistics. VOCED can be a valuable source of unique documents on the technical and vocational education and training provided in countries in our region. It gives Australian training providers, researchers and policy framers useful insight into issues faced by our colleagues in other countries. In many cases, the problems addressed are similar to our own and the solutions found may be of considerable use to us in Australia as well as to others.

Now that VOCED has been placed on the World Wide Web, our reach into the region has become far greater, improving the flow of information both ways, both into and from the database. VOCED in full is freely available to all who have Internet access, at http://www.ncver.edu.au/voced.htm. Although the full documents may not be available outside Australia, the abstract given in each entry supplies a valuable summary of research undertaken and of a range of information about policies, systems and statistics. If a document cannot be lent on interlibrary loan outside Australia, an alternative purchase point will be given wherever possible.

Contributions to the database can now also be made via the Web site, also increasing potential coverage of international material. In both the printed copy and the Web version, forms are provided for submission of current research details, and for published documents.

FURTHER READING

A selected list of international material, showing the range of items held, is listed as further reading below. Altogether, VOCED contains approximately 1500 entries for international material on vocational education and training, and it is anticipated that this number will grow considerably as key journal articles are added, and our international information partnerships are strengthened.

A more detailed discussion of the dissemination of international vocational education and training information, via the VOCED database, can be found in a paper recently presented at the UNESCO-UNEVOC international conference Vocational Education in the Asia-Pacific Region, held in Adelaide in 1998, by Chris Robinson and Sarah Hayman. This paper, entitled Enhancing partnerships in TVET information networking in the Asia-Pacific region, may be found in the database at TD/TNC 53.34, and is also available free on request from NCVER.

TD/INT 53.01

United Nations Educational, Scientific and Cultural Organization. (UNESCO)

Adult education: the Hamburg Declaration: the Agenda for the Future. Fifth International Conference on Adult Education, Hamburg, Germany, 14-18 July 1997. Hamburg, Germany: UNESCO, 1997. 55 p.

This booklet gives a brief presentation on the issues discussed at the Fifth International Conference on Adult Education. At this time both the Hamburg Declaration on Adult Learning and the Agenda for the Future were adopted. The text of both documents is provided. The Hamburg Declaration sets out the vision that adult learning is a shared responsibility. The Agenda for the Future outlines in detail the concerns that need to be addressed in order to achieve the objectives of the Hamburg Declaration.

Keywords: Adult learning; Hamburg Declaration; Agenda for the Future.

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

Other sources: CONFINTEA homepage: http://unesco.uneb.edu/confintea (accessed June 1998)

TD/INT 53.05

Parsons, David; Marshall, Vivien.

Skills, qualifications and utilisation: a research review.

[Moorfoot, Sheffield]: Department for Education and Employment, 1995.76 p. (Research series, no.67)

The relationship between skill change, qualification change and utilisation is complex. The processes are still obscure. Change is rapid, mostly incremental, and often discernible only after it has happened. Continuing development demands effective employer and employee access, relevance and cost-effectiveness. This emphasises the importance of a responsive qualifications framework with design parameters which do not prejudge work organisation or unduly constrain qualification design in terms of content or presentation. It also brings into question the desirability and practicality of identifying skill change, beyond what is needed to establish appropriate qualification frameworks. If the VET system is sufficiently flexible and responsive to allow elements to be selected according to need and the content to be quickly updated, less detriment will result from our lack of a crystal ball.

Keywords: UK; Skill development.

ISBN: 0863924719

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

Other sources: Research Strategy and Budgets, Room W441, Department for Education and Employment, Moorfoot, Sheffield S1 4 PQ. Ph: 0114 259 3932

TD/INT 53.07

Technical Education and Skills Development Act of 1994 (Republic Act no. 7796) with implementing rules and regulations.
[Philippines?]: Legislative Affairs Staff, Public Information Division, 1996?. 56 p.

This booklet contains: the text of the Republic Act no. 7796; the text of Rules and Regulations Implementing the TESDA Act of 1994; an historical brief; and, a list of the members of the Bicameral Conference Committee.

Keywords: Philippines; Law; Vocational education.
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

TD/INT 53.11

Rumsey, David John.
Philosophy, rationale and systems of technical and vocational education and training.
IN: Technical and vocational education and training: proceedings of the Regional Seminar on Technical and Vocational Education and Training, Manila, Philippines, 22-27 January 1990.
Manila, Philippines: Asian Development Bank, 1990. pp. 294-358

This paper provides a comprehensive review of the philosophy, rationale and systems of technical and vocational education and training (TVET), drawing on developments and countries' experiences from around the world. Particular emphasis is given to the typical contextual, operational and planning issues facing TVET authorities in developing countries. The paper addresses a number of crucial factors which influence the rationales likely to be adopted for TVET systems in the developing member countries of the Asian Development Bank. It is within this context that the paper focuses on those philosophies, rationales and their associated structures and strategies considered most suitable for future TVET systems in the Bank's developing member countries. See TD/INT 53.03 for further details of the seminar.

Keywords: Vocational education; Technical education; Trend.
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

TD/INT 53.20

Tirmazi, S. Irshad Hussain.
Country report: Pakistan.
Asian Pacific Workshop on Vocational Education at Distance, Seoul, Korea, October 8-10 1996. 1996.
Unpublished. [20] p.

This paper provides general information on the education system in Pakistan. In view of the inability of the formal education system to cope with the fast growing educational and training needs of the masses, the Education Policy was the first official document to put forward the idea of an open learning system through distance education. To meet a wide range of educational, including vocational education, and social needs Allama Iqbal Open University plays a special role. The focus narrows down to the distance options offered by the Allama Iqbal Open University. See TD/QLD 48.04 for a published set of conference papers.

Keywords: Pakistan; Vocational education; Distance study.
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

TD/INT 53.22

European Centre for the Development of Vocational Training. (CEDEFOP)
CEDEFOP work programme 1997.
Luxembourg: Office for Official Publications of the EuropeanCommunities, 1997. 84 p.

The work programme is the first to be prepared in the context of the medium term priorities agreed by the Management Board. Its aim is to take forward the process of renewal and refocusing of CEDEFOP and its activities. This process seeks to improve their relevance and impact on the development of vocational education and training policy and practice. The work programme seeks to explain more clearly the Centre's role and aims to provide a more focused approach for its activities by centring them around clear themes and priorities. It also outlines the specific aims and outcomes expected of, or the task to be carried

out by, each activity. In parallel with a clearer focus for its work, the Centre is also seeking to improve its administration and the work programme also contains specific proposals in this area.
Chairman of the Management Board: Tom O'Dwyer.
Keywords: CEDEFOP; Outcome of education; Programme.
ISBN: 9282796337
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

TD/INT 53.55
Australian Agency for International Development.
Focus: Australian Agency for International Development, March 1998.
Canberra: AusAID, 1998. 32 p.
This quarterly magazine aims to make Australia's overseas aid program more widely known and to encourage discussion on development issues. The majority of the issue is devoted to economic and environmental issues. One item focuses on the history of the recently closed AusAID Centre for Pacific Development and Training in Sydney.
Keywords: Periodical; AusAID; Australian Agency for International Development; Vocational education.
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

TD/INT 53.58
National Centre for Vocational Education Research. (NCVER)
APSDIN news, number 2, December 1977.
Adelaide: National Centre for Vocational Education Research for the Asian and Pacific Skills Development Information Network, 1997. 4 p.
This newsletter highlights recent activities, events and research within the Asian-Pacific area.
Keywords: Periodical; Vocational education; Asia; Pacific Region;National Centre for Vocational Education Research; NCVER; APSDIN; Asian and Pacific Skills Development Information Network.
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

TD/INT 53.59
People's Republic of China. Central Institute for Vocational and Technical Education. Beijing.
Annual report of vocational education in China 1996.
Beijing: Central Institute for Vocational and Technical Education, 1997. 50 p.
This annual report reflects the development situation and outlook for vocational education in 1996. There is a brief analysis of five fields. They are: policy environment of vocational education development, development situation of vocational schools at all levels and all types, construction of teacher contingent, developmental characteristics of regional vocational education and expenditure of vocational education, and the basic situations of vocational education development in 1996.
Keywords: China; Vocational education; Technical education; Annual report.
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

TD/INT 53.65
Organisation for Economic Co-operation and Development. Centre for Educational Research and Innovation.
(OECD) Education at a glance: OECD indicators.
Paris: OECD, 1997. 415 p.
Across Organisation for Economic Co-operation and Development (OECD) countries, governments are seeking policies that make education more effective while searching for additional resources to meet the increasing demand for education. The OECD education indicators enable countries to see themselves in the light of other countries performance. They reflect both on the human and financial resources invested

in education and on the returns on these investments.
Keywords: Statistics; Education; OECD; Educational indicator; Educational system.
ISBN: 9264156224
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.
Other sources: The data underlying the OECD education indicators are accessible on the Internet at http://www.oecd.org/els/stats/els_stat.htm (accessed June 1998)

TD/TNC 44.22
Maulik, T. N.
Training needs in developing countries: an Indian experience.
Management Matters, NCVER International Conference, Gold Coast, Qld, June 1995. IN: Management matters: selected conference papers, Adelaide: National Centre for Vocational Education Research, 1995. p.143-156.
The paper contrasts the situation in developing countries with that in developed countries, in the areas of human resource development, market forces, quality of life and productivity. It gives an overview of training needs in India, for both the organised and unorganised sectors and lists problems and issues.
Keywords: Training needs; India; Developing country; Management; Conference paper.
ISBN: 0863973590
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: (08) 8332 7822; Fax: (08) 8331 9211. Photocopy.

APSDIN/45.14
Dagaur, D. S.
ILO study on enterprise and state strategic training partnership in India.
APSDEP/ILO/Japan Seminar on Strategic Partnerships between Enterprises and State in Training, OVTA Centre, Chiba, Japan, 12-21
December, 1995. 1995. Unpublished.
This paper was presented at the Seminar on Strategic Partnerships between Enterprises and State in Training in Japan, 12-21 December 1995. For individual entries for other papers presented at this seminar see APSDIN/45.13, APSDIN/45.15 to APSDIN/45.19 and TD/INT 54.12.
Keywords: APSDEP; Seminar; ILO; Vocational training; Training-employment relationship; India.
AVAILABLE FROM: ROAP library, ILO Regional Office for Asia and the Pacific, P.O. Box 2-349, Bangkok 10200, Bangkok, Thailand.

APSDIN/48.11
Japan. Overseas Vocational Training Association. (OVTA)
Welcome to OVTA.
Chiba, Japan: OVTA, [1996?]. 14 p.
This booklet outlines the seven focal areas of OVTA's programmes, and gives an overview of the organisation's structure and functions. OVTA was established in 1982 by the Japanese government, in cooperation with the private sector, with the objective of supporting corporate efforts to provide vocational training overseas.
Keywords: OVTA; Japan. Overseas Vocational Training Association; Japan.
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook South Australia 5068. Ph: +61 8 83338400; Fax: +61 8 83319211. Interlibrary loan.

APSDIN/51.09
Korea. Ministry of Labour.
Human resource development in Korea.
[Seoul: The Ministry?, 1997?]. [24] p.
This booklet outlines the current system for vocational training and human resource development in Korea. It covers: background of vocational training; outline of human resource development programme; employment insurance; promotion for vocational training; vocational competency test and manpower management; international exchange in vocational training; outlook of HRD.

Keywords: Korea; Human resource development; Skill development; Korea Manpower Agency; KOMA; Training system.
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

UNEVOC/51.04
Takashi, Uematsu.
UNESCO. Principal Regional Office for Asia and the Pacific.
National profiles in technical and vocational education in Asia and the Pacific: Fiji.
Bangkok: UNESCO Principal Regional Office for Asia and the Pacific, 1995. 28 p.

This volume is one of a series of UNESCO member country profiles, produced in cooperation between UNESCO Principal Regional Office for Asia and the Pacific, Asia Pacific Centre of Educational Innovation for Development (ACEID) and Colombo Plan Staff College for Technician Education (CPSC). Each paper is designed to provide handy reference information on TVE systems, staff development, technical cooperation and information networking for the country.

Keywords: Technical education; Vocational education; Country study; ACEID; Asia-Pacific Centre of Educational Innovation for Development; UNEVOC; Colombo Plan Staff College for Technical Education; CPSC; Fiji.
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

APSDIN/52.03
Southeast Asian Ministers of Education Organisation. Regional Centre for Vocational and Technical Education. (SEAMEO VOCTECH)
Study of VTE-industry cooperation in SEAMEO member countries.
Brunei Darussalam: SEAMEO VOCTECH, 1996. 73 p.

This study looks at Vocational and Technical Education (VTE)-industry links in eight participating SEAMEO VOCTECH member countries: Negara Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Philippines, Thailand, and Vietnam. It was instituted to examine the nature and effectiveness of VTE-industry links, using two survey questionnaires administered by national researchers to samples drawn from VTE institutions and industry in each country. The report includes an executive summary and recommendations for building up further links and improving industry acceptance of VTE graduates.

Keywords: Cooperation; Industry; Vocational education; Technical education; SEAMEO VOCTECH; Survey.
AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook South Australia 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

UNEVOC/52.06
UNESCO. Section for Technical and Vocational Education. Education Sector.
Promotion of linkage between technical and vocational education and the world of work.
Paris: UNESCO, 1997. 132 p. (Studies in technical and vocational education, no 10)

This monograph includes the final report of the UNEVOC International Expert Meeting on the Promotion of Linkage between Technical and Vocational Education and the World of Work which was held in Tokyo, Japan from 3-6 February 1997 and the selected country papers submitted by the participants of the meeting.

Keywords: Technical education; Vocational education; Work; Training; Worker; Workplace; Skill; Social change; Technological change.
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

UNEVOC/52.14
Intrakamhaeng, Gobporn.
UNESCO. Principal Regional Office for Asia and the Pacific.
National profiles in technical and vocational education in Asia and the Pacific: Thailand.
Bangkok: UNESCO Principal Regional Office for Asia and the Pacific, 1995. 69 p.

This volume is one of a series of UNESCO member country profiles, produced in cooperation between UNESCO Principal Regional Office for Asia and the Pacific, Asia Pacific Centre of Educational Innovation for Development (ACEID) and Colombo Plan Staff College for Technician Education (CPSC). Each paper is designed to provide handy reference information on TVE systems, staff development, technical cooperation and information networking for the country.

Keywords: Technical education; Vocational education; Country study; ACEID; Asia-Pacific Centre of Educational Innovation for Development; UNEVOC; Colombo Plan Staff College for Technical Education; CPSC; Thailand.
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

UNEVOC/52.20
Indonesia. Ministry of Education and Culture.
Education development in Indonesia.
Jakarta: Office of Educational and Cultural Research and Development, 1997. 143p.

This document provides an overview of the education system in Indonesia by discussing the following areas: development of education during the first 25 year long term development period, and the perspective of the second 25 year long term development on education.

Keywords: Indonesia; Educational development; Planning; Ministry of Education and Culture.
ISBN: 9794012963
AVAILABLE FROM: Open Learning Information Materials Clearing House (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8429; fax: (08) 8207 8434.

UNEVOC/52.23
Booker, Di; Hayman, Sarah.
UNEVOC Clearing House and Electronic Network: report of the third regional workshop.
Adelaide: Adelaide Institute of TAFE, 1997. 31p.

This is the report of the third regional workshop held in Bandung, Indonesia. The workshop confirmed the commitment of UNEVOC Centres in the Asia Pacific region to establish and maintain the Clearing House and database begun in 1995. The report includes action plans and recommendations for the future of the network.

Keywords: Technical education; Vocational education; UNESCO; UNEVOC; Conference report; Network; Information centre; Technical Education Development Centre.
AVAILABLE FROM: Open Learning Information Materials Clearing House (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8429; fax: (08) 8207 8434.

DOCUMENT ENTRIES

NB Where Interlibrary Loan is the only given availability, please submit requests on the appropriate I.L.L. form, addressed to the listed library.

AUSTRALIAN CAPITAL TERRITORY

1

TD/ACT 53.01
Australian Curriculum Studies Association. (ACSA) Edited by: Marsh, Colin J.
Curriculum perspectives, vol. 18, no. 1, April 1998.
Canberra: Australian Curriculum Studies Association, 1998. 81 p.

Curriculum Perspectives is a quarterly journal focussing on all matters relating to curriculum development, evaluation and theory. It is published by the Australian Curriculum Studies Association Incorporated (ACSA). There are two editions: the journal edition, normally published in April and September and the newsletter edition which is normally published in June and November.

This issue concentrates on curriculum issues. There are articles on professional ethics, assessment practices and national curriculum, as well as Asian studies and health education curriculums. "Count and Counterpoint" examines various perspectives relating to middle schooling in Australia. For entries relating to a selection of articles, see TD/ACT 53.02 to TD/ACT 53.04.

Keywords: Curriculum research; Curriculum development; Periodical

AVAILABLE FROM: Orders and remittances relating to subscriptions, advertisements, back issues and offprints should be sent to Joan Warhurst, Executive Officer, PO Box 331, Deakin West, ACT, 2600.

2

TD/ACT 53.02
Lovat, Terence J.
Ethics and ethics education: professional and curricular best practice.
IN: Curriculum perspectives Vol. 18, (1), April 1998, p. 1-8
Canberra: Australian Curriculum Studies Association, 1998.

This article argues that effective ethics education must begin with understanding, on the teachers' part, of the history of ethics, in order to enhance a greater acceptance of other cultures. It also calls for a professional code of ethics for the teaching profession and examines in this context the four principles which guide biomedical ethics: autonomy, justice, non-maleficence and beneficence.

Finally, a case study is outlined in which the question of whether it is possible to teach ethics in such a way as to make a difference is examined. The conclusions indicated that it was indeed possible to produce statistically significant change in attitudes regarding both broad groupings and specific issues, and that such ethics teaching has maximum effect when directed towards the basic school related environment and the real life experience of the child.

Keywords: Ethics; Best practice; Professional worker; Teaching; Case study; Student attitude; Cultural awareness
ISSN: 0159-7868

AVAILABLE FROM: Orders and remittances relating to subscriptions, advertisements, back issues and offprints should be sent to Joan Warhurst, Executive Officer, ACSA, PO Box 331, Deakin West, ACT 2600.
Other sources: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Phone: +61 2 6207 4810 Fax: +61 2 6207 4805. Photocopy.

3

TD/ACT 53.03
Griffin, Patrick.
Outcomes and profiles: changes in teachers assessment practices.
IN: Curriculum perspectives Vol. 18, (1), April 1998, p. 9-20
Canberra: Australian Curriculum Studies Association, 1998.

The outcomes-based education (OBE) project described in this article examined the shift towards OBE and the impact this had on teachers' work in general and on assessment in particular. Phase one aimed to identify changes in teaching practices, successful procedures used, key principles and strategies for quality assessment and changes in assessment practice. Phase two aimed to identify ways in which principles and strategies could be communicated, develop a pilot professional development programme based on the phase 1 findings, field test professional development products and identify the role of school administrators in the process.

The study concluded that teachers needed greater support in implementing change to OBE at the classroom level, in access to expert help and in teacher training and development. Concern is also expressed at the lack of general understanding of the requirements of the process of implementing OBE.

Keywords: Outcome of education; Assessment; Teaching method
ISSN: 0159-7868

AVAILABLE FROM: Orders and remittances relating to subscriptions, advertisements, back issues and offprints should be sent to Joan Warhurst, Executive Officer, ACSA, PO Box 331, Deakin West, ACT 2600.
Other sources: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Phone: +61 2 6207 4810; Fax: +61 2 6207 4805. Photocopy.

4

TD/ACT 53.04
White, Margaret.
Asia and the West: curriculum content and processes that go beyond the separation of peoples and cultures.
IN: Curriculum perspectives. Vol. 18, (1), April 1998, p. 35-45
Canberra: Australian Curriculum Studies Association, 1998.

This paper presents the view that in order for studies of Asia to achieve intercultural understanding, they should be centred on human values which are constructed from appropriate knowledge about current, evolving world civilisation. Emphasis should be placed on the need for balance, insight and an understanding of the complexity of the connectedness of Australia and Asia. This approach is illustrated by the presentation of an interdisciplinary model of work which involves the students in investigative research and aims to facilitate informed attitude formation.

Keywords: Asia; Australia; Curriculum; Cultural awareness; Student attitude
ISSN: 0159-7868

AVAILABLE FROM: Orders and remittances relating to subscriptions, advertisements, back issues and offprints should be sent to Joan Warhurst, Executive Officer, ACSA, PO Box 331, Deakin West, ACT 2600.
Other sources: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Phone: +61 2 6207 4810; Fax: +61 2 6207 4805. Photocopy.

5

TD/ACT 53.05
Canberra Institute of Technology. Dept of Human Services. (CIT)
Community services (community access): certificate IV course.
Canberra: Canberra Institute of Technology, 1998. 90 p.

On completion of this course, the student will be able to support people with a disability within community settings and work according to current legislation and in line with organisational policies and procedures.

Keywords: Disabled person; Community participation; Social worker; Canberra Institute of Technolgy; Australian Capital Territory

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Tel: +61 2 6207 4810. Fax: +61 2 6207 4805. Interlibrary Loan.

6

TD/ACT 53.06
Gillespie, Paul.
Flexible learning: best practice in establishing and operating a shopfront learning centre.
Canberra: Australian National Training Authority, 1998. 20 p.

This report identifies and describes best practice in establishing and operating a shopfront learning centre. The Canberra Institute of Technology's Tuggeranong Flexible Learning Centre is benchmarked against the Gold Coast Institute of TAFE's Coolangatta Centre for Innovative Learning to draw out the key elements of best practice in each centre.

The report provides the fundamental concepts of the practice as well as detailed floor plans and specifications for plant, equipment and furniture

Keywords: Flexible delivery; Flexible facilities; Benchmarking; Best practice; Canberra Institute of Technology; ANTA funded project; Australian Capital Territory

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Tel: +61 2 6207 4810. Fax: +61 2 6207 4805. Interlibrary Loan.

7

TD/ACT 53.07
McNickle, Cathy; Pogliani, Claude.
Comparative analysis of four computerised assessment programs for flexible delivery in Canberra Institute of Technology.
Canberra: Canberra Institute of Technology, 1998. 20 p.
(Institute assessment project occasional paper, no. 16)

This report is a comparative analysis of four different computer assisted assessment programs being utilised in the Canberra Institute of Technology. It also examines similar assessment strategies in some TAFE institutions elsewhere in Australia. Whilst a degree of flexibility appears to be highly possible in most flexible environments, it is very much dependent on technology, professional expertise of teachers and student initiative.

Keywords: Flexible delivery; Assessment; Computer assisted testing; Canberra Institute of Technology; Australian Capital Territory
ISBN: 1875250190

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Interlibrary loan.
Other sources: Cathy McNickle, Research and Evaluation, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. $5.00 plus postage.

8

TD/ACT 53.08
Adams, Judy; De Simone, Agi.
Automated/electronic testing: an evaluation of two computer applications.
Canberra: Canberra Institute of Technology, 1998. 14 p.
(Institute assessment project occasional paper, no. 18)

This paper outlines the findings of the evaluation of two computer applications that automatically generate assessments. It also found that automated testing would be a useful facility for knowledge or theory based modules. The establishment and maintenance of the database was found to take considerable time and effort.

Keywords: Competency based assessment; Flexible delivery; Computer assisted testing; Canberra Institute of Technology; Australian Capital Territory
ISBN: 1875250204

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Interlibrary loan.
Other sources: Cathy McNickle, Research and Evaluation, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. $5.00 plus postage.

9

TD/ACT 53.09
De Simone, Agi.

Implications and challenges of writing competency based assessment in office administration courses.

Canberra: Canberra Institute of Technology, 1998. 9 p.
(Institute assessment project occasional paper, no. 18)

This report examines the implications and challenges of writing competency based assessment, the practicalities of ensuring that the assessments suit a variety of delivery modes and the challenges of writing assessments to suit a diverse range of subjects and delivery situations. Particular challenges faced by teachers include how to test and mark, and how to determine what constitutes competency.

Keywords: Competency based assesment; Office work; Canberra Institute of Technology; Australian Capital Territory.
ISBN: 1875250182

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Interlibrary loan.
Other sources: Cathy McNickle, Research and Evaluation, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. $5.00 plus postage.

NEW SOUTH WALES

10

TD/NSW 53.01
Cervi, David. (Ed.)

Training agenda: a journal of vocational education and training.

Sydney: New South Wales Technical and Further Education Commission, 1997.

Training Agenda is a channel for description, explanation, interpretation, discussion and debate about issues and practices relevant to current developments in vocational education and training (VET). It is published four times per year, in February, May, August and November.

This issue focuses on young people and VET.

Keywords: TAFE; NSW; New South Wales; Vocational education; Vocational training; Periodical

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292.
Available on interlibrary loan to libraries only.
Other sources: The Editor, Training Agenda, c/-KDC Consulting Pty Ltd, PO Box 1332, Burwood NSW 2135, Australia. Annual subscription A$45 within Australia, A$80 overseas airmail.

11

TD/NSW 53.02
Dumbrell, Tom.

YouthForce: tackling the problems of youth unemployment.

IN: Training agenda. Vol. 6,(1), February 1998, p. 3-5

The YouthForce taskforce was established to advise the New South Wales government on addressing the issue of youth unemployment. Its report was published in August 1997 and its findings and recommendations are summarised in this document. The report found various factors influenced youth employment including racial background, living in rural areas and the number of jobs available for young people. It also reported on the trend for young people to stay on at high school. It made 21 recommendations grouped into five strategies: providing a better educational and training system to prepare young people for work; providing effective pathways for young people entering work; generating job opportunities; promoting a community approach to improve the prospects of young people; and assisting young people to make the best decisions about the future. See also "Making it work for young people" (TD/NSW 51.21) and "Making it work for young people" (Executive summary TD/NSW 51.20).

Keywords: Youth unemployment; NSW; New South Wales; Employment pattern
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292.
Photocopy available to libraries only.

12

TD/NSW 53.03
Brennan, Roz.

Training in schools: the parents' perspective.

IN: Training agenda. Vol. 6,(1), February 1998, p. 6-7

The author discusses the changing focus in schools as vocational education and training (VET) is being introduced. She considers the issues of teacher preparation, equity and gender which need to be considered in relation to the introduction of VET into schools.

Keywords: Secondary school; Teacher training; Equal opportunity
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292.
Photocopy available to libraries only.

13

TD/NSW 53.04

Vocational education and training in New South Wales schools.

IN: Training agenda. Vol. 6,(1), February 1998, p. 8-9

Schools across New South Wales are currently engaged in a wide range of vocational learning initiatives built on strong links with business, industry, TAFE and the community. These initiatives include the delivery of industry-specific vocational education and training (VET) courses, career and work education, enterprise education, workplace-learning programs and the promotion of partnerships between education and business.

Keywords: Secondary school; NSW; New South Wales; TAFE
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292.
Available on interlibrary loan to libraries only.

14

TD/NSW 53.05

Hewison, A.R.C.

Dangers in new VET for schools?

IN: Training agenda. Vol. 6,(1), February 1998, p. 10-11

In October 1997, the Victorian Board of Studies and McDonald's Corporation announced the opening of a high school unit to be operated by McDonald's. Under this arrangement, Victorian students will be able to do part-time work and receive training from McDonald's which will count towards the Victorian Certificate of Education and a nationally recognised vocational education and training (VET) qualification. The headmaster of Melbourne's Grammar School, A.R.C. Hewison has said that students from his school will not be taking part. Extracts from the newsletter in which he outlined to parents his objections to the scheme appear in this article.

Keywords: Secondary school; Victoria; Youth; McDonald's
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292.
Photocopy available to libraries only.

15

TD/NSW 53.06

Vocational training: broadening the options.

IN: Training agenda. Vol. 6,(1), February 1998, p. 12-13

This article describes a pilot program, "Options for work and education" which was trialled in Victoria, involving Kangan Batman TAFE and a McDonald's franchise. It involves students working towards an accredited vocational qualification and gaining work experience while completing their year 10 studies.

Keywords: Training; Employment; Transition from school to work; Secondary education; Secondary school; TAFE; Victoria
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292.
Photocopy available to libraries only.

16

TD/NSW 53.07

Greening, Douglas.

Current policy: facilitator or foe?

IN: Training agenda. Vol. 6,(1), February 1998, p. 14-15

In this article Douglas Greening of the Construction Industry Training Advisory Board (CITAB) NSW looks at current directions in national vocational training policy, assessing their impact on the construction industry and their implications for training young people.

Keywords: Youth; Apprenticeship; Traineeship; Construction industry; Training policy
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292.
Photocopy available to libraries only.

17

TD/NSW 53.08

RCVET forum: young people and work.

IN: Training agenda. Vol. 6,(1), February 1998, p. 16

In December 1997 the Research Centre for Vocational Education and Training (RCVET) based at the University of Technology, Sydney, was host to a National Issues Forum entitled "Young people and work: is vocational education and training the answer?" Brief summaries of the following three papers are given: "Developing employability in a learning economy" - Professor David Stern; "Rethinking transitions: options and outcomes of the post-1970 generation" - Peter Dwyer; "Youth, VET and work through a partial looking glass" - Jeff Malley.

Keywords: Youth; Youth employment
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292.
Photocopy available to libraries only.

18

TD/NSW 53.09

Whither TAFE graduates?

IN: Training agenda. Vol. 6,(1), February 1998, p. 17

This article presents an overview of the statistics contained in the National Centre for Vocational Education Research (NCVER) publication, "TAFE graduate destination survey 1997: at a glance." (TD/TNC 52.01)

Keywords: Statistical data; Outcome of education; TAFE student
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292.
Photocopy available to libraries only.

19

TD/NSW 53.10

Boman, Marian.

Women in VET forum.

IN: Training agenda. Vol. 6,(1), February 1998, p. 20-21

The seventh "Women in VET Forum", organised by the NSW Women's Education and Training Coordination Unit, was held at the South Western Sydney Institute of TAFE. Highlights from the forum are presented in this article. The forum had as its theme "Greater diversity in engineering, science and technology".

Keywords: Womens education; TAFE
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292.
Photocopy available to libraries only.

20

TD/NSW 53.11

VET in the universities: Cinders at the ball?

IN: Training agenda Vol. 6,(1), February 1998, p. 22-23

In this interview Leo Maglen, Foundation Chair in Vocational Education and Training at the University of Melbourne, discusses current development in vocational education and training (VET) and VET research in Australia, including: the funding of VET research; the social and economic agendas of VET; the impact of user choice; and the role of the TAFE sector.

Keywords: Educational research; University; Public education
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292.
Photocopy available to libraries only.

21

TD/NSW 53.12

Fooks, Des.

Crunch time: living under the new ANTA agreement.

IN: Training agenda. Vol. 6,(1), February 1998, p. 24-27

There are a number of major reforms to vocational education and training (VET) under way at present, including New Apprenticeships and User Choice. The author considers the implications of these reforms and argues that although they have the potential to bring beneficial changes within the VET sector they are also open to misuse. He also presents some background details about VET funding levels.

Keywords: New Apprenticeships; Traineeship; Apprenticeship; Educational reform; ANTA; Australian National Training Authority
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292.
Photocopy available to libraries only.

22

TD/NSW 53.13

Brambles traineeships: in for the long haul.

IN: Training agenda. Vol. 6,(1), February 1998, p. 28-29

In 1994, transport company Brambles pioneered a three year Mobile Equipment Operations traineeship. The scheme is now nationally accredited and one of the first intake of trainees was named Trainee of the Year at the Australian Training Awards.

Keywords: Traineeship; Trainee; Brambles (firm)
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292.
Photocopy available to libraries only.

23

TD/NSW 53.14

Traineeships and the TAFE HSC pathway.

IN: Training agenda. Vol. 6,(1), February 1998, p. 30

Access Educational Services (TAFE NSW) commissioned a survey to ascertain the views of employers and young people on the concept of part-time traineeships linked to the TAFE NSW Pathway. Presented are some of the report's major findings.

Keywords: Traineeship; Management attitude; Survey; TAFE; NSW; New South Wales; HSC; Higher School Certificate
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292.
Photocopy available to libraries only.

24

TD/NSW 53.15

Framework for registration and quality assurance of training organisations in NSW: incorporating the Australian Recognition Framework and the NSW Quality Framework.

Sydney: Recognition Services Branch, NSW Dept of Education and Training, 1997. 36 p.

This document outlines the procedures to operate from 1 January 1998 for training organisations to become registered and to gain quality endorsement in NSW. The most significant areas of quality management for the Department of Education and Training (DET) and for the NSW Vocational Education and Training Accreditation Board (VETAB) relate to the arrangements underpinning the registration and quality endorsement of training organisations. Comments are made on the monitoring, auditing and validation requirements of organisations to maintain their status as a registered training organisation. The Australian Recognition Framework standards and protocols are set out in the appendices.

Keywords: VETAB; NSW; New South Wales; Accreditation; Accrediting authority

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292.
Available on interlibrary loan to libraries only.
Other sources: VETAB, Locked Bag 21, Darlinghurst NSW 2010.

25

TD/NSW 53.16

Courtenay, Marianne; Mawer, Giselle; Connole, Helen.

Packaging training for gender equity.

Sydney: NSW Government Printing Service, 1997. 29 p.

This report addresses areas of critical importance in new training arrangements designed to improve relevance and responsiveness. The capacity of vocational education and training provision to cater for the full diversity of its clientele, including women, will be a major determiner of the ultimate success of the new arrangements.

Also included in this publication are two background reports "Inclusive competency standards in training packages: a review of policies, support resources, and development issues" and "Making training work for women: a qualitative study of women's experiences in VET".

Keywords: TAFE; NSW; New South Wales; ANTA; Women; Equal treatment;

Womens education
ISBN: 0731078160

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292.
Available on interlibrary loan to libraries only.

26

TD/NSW 53.17
Shortus, Louise.

Meals on our knees: factors contributing to success in non-traditional courses for women studying at a distance.

Strathfield NSW: OTEN, 1998. 44 p.

This is a report of the results of an in-depth phone survey of women who have recently successfully completed a course in a non-traditional area of study through the Open Training and Education Network (OTEN). A "non-traditional area of study", for this report, involves study in a course or vocational area that has historically been dominated numerically by men. The main research question was "What factors are likely to contribute to success in non-traditional courses for women studying at a distance?"

Keywords: Survey; OTEN; Open Training and Education Network; Women; Nontraditional occupation; Distance study
ISBN: 0731077083

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292.
Available on interlibrary loan to libraries only.

27

TD/NSW 53.18
New South Wales. Dept of Training and Education Co-ordination. (DTEC)

Everything you need to know about apprenticeships in New South Wales: an employer's handbook.

[Sydney]: NSW Dept of Training and Education Co-ordination, 1997. 72 p.

This handbook has been written to answer the most frequently asked questions about apprenticeships and to describe the role of the NSW Department of Training and Education Co-ordination (DTEC) in administering the apprenticeship system in New South Wales.

Keywords: Apprenticeship; Apprentice; NSW; New South Wales; Training policy; Regulation
ISBN: 0731078225

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292.
Available on interlibrary loan to libraries only.

28

TD/NSW 53.19
New South Wales. Dept of Training and Education Co-ordination. (DTEC)

Everything you need to know about traineeships in New South Wales: an employer's handbook.

[Sydney]: Industry Training Services, NSW Dept of Training and Education Co-ordination, 1997. 72 p.

This handbook has been written to answer the most frequently asked questions about traineeships and to describe the role of the NSW Department of Training and Education Co-ordination (DTEC) in administering the traineeship system in New South Wales.

Keywords: Trainee; Traineeship; NSW; New South Wales; Regulation; Training Policy
ISBN: 0731078217

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292.
Available on interlibrary loan to libraries only.

29

TD/NSW 53.20
Cohen, Ruth...[et al.].

University admissions for NSW TAFE graduates: procedures and outcomes for NSW and ACT universities.

Canberra: AGPS, 1997. 129 p.

This research project involved two complementary studies which looked at 1996 university admissions in New South Wales (NSW) and the Australian Capital Territory (ACT) from the point of view of NSW TAFE graduates seeking admission.

"University admissions procedures for NSW TAFE graduates" is a qualitative analysis of the 1996 university admissions process, through a series of interviews with relevant staff from three NSW universities and a survey of final semester TAFE students.

"Admission outcomes for NSW TAFE graduates who apply to university: evidence from NSW and ACT universities 1991-1996" is a quantitative analysis of 1991-1996 data on the number of TAFE graduates and others seeking admission to university. This study analysed the number and distribution of applications, offers and enrolments in universities in NSW and the ACT between 1991 and 1996.

Keywords: Articulation; University; NSW; New South Wales; TAFE; Admission requirements
ISBN: 0642236887

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292. Available on interlibrary loan to libraries only.

30

TD/NSW 53.21
Davies, Marilyn.

Study of student perceptions of their participation within the context of a joint educational development.

1997. Unpublished. 196 p.

This study is an investigation of students' perceptions of their participation within the context of a joint educational development at Coffs Harbour Educational Campus, which is a partnership between the North Coast Institute of TAFE, the Department of School Education (Senior College) and Southern Cross University. Joint developments are designed to provide potential benefits for students by sharing of joint facilites and access to a broader range of educational provision.

The study shows, through a qualitative approach, how students perceive the campus, rather than the planning and administration perspective of providers. It explores the major aspects of students participation and the framework is underpinned by what students themselves consider to be the significant issues. The aspects emerging from the study relate to the physical presence of the campus, educational outcomes, social relationships and attitudes toward education. The potential benefits and concerns are discussed and whether this unique educational environment meets their needs. General recommendations and further research are suggested to assist planners in future joint development projects.

The research project is supported by the NSW TAFE Research Association.

A thesis submitted in partial fulfilment of the requirements of the degree of Master of Education (Honours) of the University of New England.

Keywords: Shared service; Joint project; Educational facilites; Performance appraisal; Student attitude; University; Secondary school; Southern Cross University; SCU; North Coast Institute of TAFE; New South Wales; NSW; TAFE; CHEC; Coffs Harbour Education Campus; Department of School Education

AVAILABLE FROM: NSW TAFE Clearinghouse, OLLIS, 51 Wentworth Road, Strathfield NSW 2135. Tel: +61 2 9715 8294, Fax: +61 2 9715 8292. **Available on interlibrary loan to libraries only.**

QUEENSLAND

31

TD/QLD 53.01

Murriman Training Service.

ACE-VET Paper.

IN:Challenging pathways: 2nd National Indigenous Peoples' Training Conference Inaugural Expo and Award, Surfers Paradise, 9th -12th March 1998.
Brisbane? : Aboriginal and Torres Strait Islander Peoples' Training Advisory Council, 1998. [10] p.

This paper argues for the strengthening and legitimising of the aboriginal industry to ensure the development and success of long-term employment strategies. Work on aboriginal communities or heritage projects is generally not recognised in employment profiles. Aboriginal men traditionally work in unskilled occupations, while the employment of aboriginal women fits the trends of Australian society as a whole. Links between ACE VET and aboriginal industry will have significant outcomes across the aboriginal community.

Keywords: Aboriginal employment; Community development; Vocational education

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349:
Email: olilibrary@vettweb.net.au

32

TD/QLD 53.02

Gerrie, Carmel; Jackson, Pam.

Taking training to the people: a flexible delivery case study: Open Training and Education Network.

IN:Challenging pathways: 2nd National Indigenous Peoples' Training Conference Inaugural Expo and Award, Surfers Paradise, 9th -12th March 1998.
Brisbane? : Aboriginal and Torres Strait Islander Peoples' Training Advisory Council, 1998. [4] p.

The Open Training and Education Network (OTEN) has developed a range of learning materials with special relevance to aboriginal people. Special services exist for aboriginal students, including an Aboriginal Support Unit which offers culturally appropriate support. The paper outlines a course in Community Audiometry which OTEN has customised specifically for Aboriginal Health Workers.

Keywords: Aboriginal education; Flexible delivery; Health education; Allied health occupation; Open Training and Education Network; OTEN

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349:
Email: olilibrary@vettweb.net.au

33

TD/QLD 53.03

McDonald, Ian.

Development of a training course infrastructure in remote communities that reflects client needs rather than provider comfort.

IN:Challenging pathways: 2nd National Indigenous Peoples' Training Conference Inaugural Expo and Award, Surfers Paradise, 9th -12th March 1998.
Brisbane? : Aboriginal and Torres Strait Islander Peoples' Training Advisory Council, 1998. [6] p.

Remote area aboriginal communities are the major source of employment for local aboriginal people. The training needs for those employees are similar to those in urban local government. Training outside the community proves to be culturally and socially difficult, and does not necessarily result in the desired employment outcomes. This paper explains the case for training to take place within the community.

Keywords: Aboriginal community; Local government; Training; Aboriginal employment

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349:
Email: olilibrary@vettweb.net.au

34

TD/QLD 53.04

Boot, Tom.

Paper on Skills Express Initiative.

IN:Challenging pathways: 2nd National Indigenous Peoples' Training Conference Inaugural Expo and Award, Surfers Paradise, 9th -12th March 1998.
Brisbane? : Aboriginal and Torres Strait Islander Peoples' Training Advisory Council, 1998. [4] p.

The Hunter Valley Training Company established a mobile training service using 2 pantechnicons which were outfitted as classrooms, and later a pair of trailer units. The Skills Express delivers training, from literacy to computer courses, trade and workplace health and safety.

Keywords: Aboriginal education; Flexible delivery

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning

Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349:
Email: olilibrary@vettweb.net.au

35

TD/QLD 53.05

New careers for Aboriginal peoples program.

IN:Challenging pathways: 2nd National Indigenous Peoples' Training Conference Inaugural Expo and Award, Surfers Paradise, 9th -12th March 1998. Brisbane? : Aboriginal and Torres Strait Islander peoples' Training Advsory Council, 1998. [5] p.

The New Careers for Aboriginal Peoples (NCAP) progam was developed to address the factors which disadvantage Aboriginal and Torres Strait Islander people entering into employment or training. This paper includes an outline of the roles taken by NCAP project officers.

Keywords: Aboriginal employment; Social assistance; Daily living skill; Job skill

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349:
Email: olilibrary@vettweb.net.au

36

TD/QLD 53.06

National training strategy for community housing management.

IN:Challenging pathways: 2nd National Indigenous Peoples' Training Conference Inaugural Expo and Award, Surfers Paradise, 9th -12th March 1998. Brisbane? : Aboriginal and Torres Strait Islander Peoples' Training Advisory Council, 1998. [9] p.

The project outlines a policy framework for action to be effective in resourcing and coordinating appropriate housing management training for indigenous housing organisations. While not addressing specific training issues, the project focuses on community management linked with a number of other areas, including training in management, construction and administration.

Keywords: Housing; Aboriginal community; Training

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349:
Email: olilibrary@vettweb.net.au

37

TD/QLD 53.07

Aboriginal and Torres Strait Islander trainees placed in Environment Traineeships.

IN:Challenging pathways: 2nd National Indigenous Peoples' Training Conference Inaugural Expo and Award, Surfers Paradise, 9th -12th March 1998. Brisbane? : Aboriginal and Torres Strait Islander Peoples' Training Advisory Council, 1988. [5] p.

The Environment Training Company has assisted in the development of the 11 traineeships in Land Conservation and Restoration, Waste Management and Water Industry Operations certificates available across Australia. This paper outlines some of the traineeships and gives example case studies.

Keywords: Environment; Aboriginal education; Traineeship

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349:
Email: olilibrary@vettweb.net.au

38

TD/QLD 53.07

New challenges new horizons: construction industry models for best practice in training access and effective participation in competency based training for Aboriginal and Torres Strait Islander communities.

IN:Challenging pathways: 2nd National Indigenous Peoples' Training Conference Inaugural Expo and Award, Surfers Paradise, 9th -12th March 1998. Brisbane? : Aboriginal and Torres Strait Islander Peoples' Training Advisory Council, 1998. [10] p.

Construction Training Queensland has developed and coordinated training at the Cherbourg, Yarrabah and Hope Vale Aboriginal communities. The projects model the effectiveness of community participation at all stages, appropriate human resource methodologies within communities and the application of the principles of best practice in developing effective education, links and partnerships.

Keywords: Aboriginal community; Construction; Training

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349:
Email: olilibrary@vettweb.net.au

39

TD/QLD 53.09

Minniecon, Bob.

Aboriginal adaptation of Certificate IV in Workplace Training (Category 2): a guide for Aboriginal trainers.

IN:Challenging Pathways, 2nd National Indigenous Peoples' Training Conference Inaugural Expo and Award, Surfers Paradise, 9th-12th March 1998. Brisbane? : Aboriginal and Torres Strait Islander Peoples' Training Advisory Council, 1998. [4 p. unpaged]

In 1997 the Kimberley College of TAFE adapted the Certificate IV in Workplace Training (Category 2) to make it more culturally appropriate for Aboriginal learners. The resulting package is designed to be flexible, and has been expanded to include illustrations and cartoons from Aboriginal artists. This paper outlines the modules in the package. Because of the cultural differences may not be successful in Torres Strait Islander communities.

Keywords: Aboriginal education; Training of trainers

AVAILABLE FROM: Training package may be purchased from: Professional and Career Development Unit, West Australian Dept of Training. Ph: +61 8 9227 3288. A video demonstration is available on loan.
Other sources: Also available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349:
Email: olilibrary@vettweb.net.au

40

TD/QLD 53.10

Wilson, Vicki; Buckskin, Pat.

Ara Kuwaritjakutu project: towards a new way: developing training packages/resources for indigenous vocations.

IN:Challenging pathways: 2nd National Indigenous Peoples' Training Conference Inaugural Expo and Award, Surfers Paradise, 9th -12th March 1998.

Brisbane? : Aboriginal and Torres Strait Islander Peoples' Training Advisory Council, 1998.

The Ara Kuwaritjakutu - Towards a New way project arose from a 1992 survey into the conditions, duties and responsibilities of indigenous educators. The pilot project consisted of four groups training in South Australia, Western Australia and Queensland.

Keywords: Aboriginal community; Aboriginal education; Traineeship

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349;
Email: olilibrary@vettweb.net.au

41

TD/QLD 53.11

Retford, Les.

One for every day of the year and one for a leap year: development of an integrated training information program to support the Aboriginal and Torres Strait Islander tourism industry.

IN:Challenging pathways: 2nd National Indigenous Peoples' Training Conference Inaugural Expo and Award, Surfers Paradise, 9th -12th March 1998.

Brisbane? : Aboriginal and Torres Strait Islander Peoples' Training Advisory Council, 1998. [5] p.

The paper argues that access to tourism training by Aboriginal and Torres Strait Islander People is hampered by a number of factors, some common to all small scale tourism businesses, others particular to indigenous peoples such as literacy and numeracy skills, isolation and appropriateness of training providers.

Keywords: Aboriginal education; Tourist industry; Training

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349;
Email: olilibrary@vettweb.net.au

42

TD/QLD 53.12

Parfoot, W.R.

Aboriginal Drug and Alcohol Council.

IN:Challenging pathways: 2nd National Indigenous Peoples' Training Conference Inaugural Expo and Award, Surfers Paradise, 9th -12th March 1998.

Brisbane? : Aboriginal and Torres Strait Islander Peoples' Training Advisory Council, 1998. [2] p.

The Aboriginal Drug and Alcohol Council (ADAC) is a community organisation based in South Australia, delivering training to develop trainers in areas of Aboriginal health including drug and alcohol education, dementia, grief and trauma, and gambling. Students qualify for Workplace Assessor Category 2 and other relevant training courses.

Keywords: Aboriginal education; Allied health occupation; Alcohol education; Drug education

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349;
Email: olilibrary@vettweb.net.au

43

TD/QLD 53.13

Keenihan, Chris.

Community engineering.

IN:Challenging pathways: 2nd National Indigenous Peoples' Training Conference Inaugural Expo and Award, Surfers Paradise, 9th -12th March 1998.

Brisbane? : Aboriginal and Torres Strait Islander Peoples' Training Advisory Council, 1998. [5] p.

The genesis for Community Engineering is from research conducted by the Australian National Training Authority (ANTA) and the Regency College of TAFE into training for Aboriginal and Torres Strait Islander People. The implementation project is being carried on with the cooperation of four Ngarrindjeri Aboriginal Communities at Meningie. The trainees are achieving accredited industry standard engineering trade based skills.

Keywords: Aboriginal education; Aboriginal community; Engineering; Traineeship

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349;
Email: olilibrary@vettweb.net.au

44

TD/QLD 53.14

Building pathways: school-industry work placements for Aboriginal and Torres Strait Islander secondary students: an ATSIPTAC discussion paper.

Somerton, Vic.?: ATSIPTAC, 1998. 24p.

This paper identifies the range of significant factors which hamper Aboriginal and Torres Strait Islander students from achieving successful outcomes in high school and continue to disadvantage them in the workplace. Industry work placements for students at high school would overcome many of the barriers, such as a focus on academic subjects and didactic teaching styles, lack of culturally appropriate training and the lack of secondary schools in isolated areas, which sequentially lead to high unemployment rates.

Keywords: Aboriginal education; Work experience

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349;
Email: olilibrary@vettweb.net.au

45

TD/QLD 53.14

Aboriginal and Torres Strait Islander Peoples' Training Advisory Council. (ATSIPTAC)

New apprenticeship and traineeship opportunities for Aboriginal and Torres Strait Islander peoples.

Dallas, Vic.: ATSIPTAC, 1998. 29 p.

Apprenticeships and traineeships are seen as the opportunity for Aboriginal and Torres Strait Islander people to develop a range of skills which can enable them to work both in traditional communities and in the wider community. ATSIPTAC supports specific targeting of traineeships to indigenous peoples, with strategic marketing, content and delivery to overcome the barriers which typically exclude Aboriginal and Torres Strait Islander peoples from entering the workforce.

Keywords: Aboriginal community; Aboriginal education; Traineeship; Apprenticeship

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349:
Email: olilibrary@vettweb.net.au

46

TD/QLD 53.16
Austen, Gail.

Improving the profitability of small business through training.

IN:Year of Training Conference: better business: productivity through training, Brisbane, Qld., 16 & 17 October 1997.
Brisbane? : Department of Training and Industrial Relations, 1997. [9 p.]

Gail Austen, Telstra 1997 Businesswoman of the Year, provides a personal insight into managing trainees in a small business environment.

Keywords: Training; Small business

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349:
Email: olilibrary@vettweb.net.au

47

TD/QLD 53.17
Smith, Andrew; Hayton, Geoff.

Training and business strategy.

IN:Year of Training Conference: better business: productivity through training, Brisbane, Qld., 16 & 17 October 1997.
Brisbane? : Queensland Department of Training and Industrial Relations, 1997. [16 p.]

This paper is the result of two year study into factors determining training in the private sector. Forty-two enterprises were studied in depth, and 1760 responded to the survey. The results indicated training was influenced by few factors, which result in a great diversity of training arrangements.

Keywords: Training; Training management; Planning of training

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349: Email: olilibrary@vettweb.net.au

48

TD/QLD 53.18
Clark, David.

Case study: Stanwell Power Station.

IN:Year of Training Conference: better business: productivity through training, Brisbane, Qld., 16 & 17 October 1997.
Brisbane? : Queensland Department of Training and Industrial Relations, 1997. [8 p.]

Stanwell Power station was constructed after 36 value engineering studies had been conducted, making the power station one of the most technnically advanced in the world, and reducing costs by $200m. The Stanwell Skills Development programme was a response to a commitment to benefit the local community by employment initiatives. Aims of the programme included use of local labour, upgrading skills in the local workforce, use of competency based training, development of appropriate learning resources and assistance with workplace change.

Keywords: Training; Skill development; Electric power generation; Construction

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349:
Email: olilibrary@vettweb.net.au

49

TD/QLD 53.19
O'Connor, Rory.

Careers: how sound career advice lifts productivity.

IN:Year of Training Conference: better business: productivity through training, Brisbane, Qld., 16 & 17 October 1997.
Brisbane? : Queensland Department of Training and Industrial Relations, 1997. [13 p.]

Career guidance has been identified as a positive factor in the development of a flourishing free market economy, reducing unemployment and increasing the productivity and involvement of existing employees. The paper argues for the development of avenues for workers to access career guidance throughout their working lives.

Keywords: Training; Career planning; Vocational guidance

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349:
Email: olilibrary@vettweb.net.au

50

TD/QLD 53.20
Hauenschild, Harry.

VET in the world of work.

IN:Year of Training Conference: better business: productivity through training, Brisbane, Qld., 16 & 17 October 1997.
Brisbane? : Queensland Department of Training and Industrial Relations, 1997. [7 p.]

This paper is an outline of the development of the apprenticeships system into the New Apprenticeships initiative .

Keywords: Vocational education; Training

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349:
Email: olilibrary@vettweb.net.au

51

TD/QLD 53.21
Ainley, John.

Lifting the profile of vocational education and training in schools.

IN:Year of Training Conference: better business: productivity through training, Brisbane, Qld., 16 & 17 October 1997.

Brisbane? : Queensland Department of Training and Industrial Relations, 1997. [12 p.]

The past 15 years has seen little increase in vocational education and training (VET) as an immediate destination for school leavers. There is also a decline in the high school retention rates. This paper outlines factors affecting post-secondary participation in VET programmes, and considers possible paths to improvement.

Keywords: Vocational training; Student attitude

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349:
Email: olilibrary@vettweb.net.au

52

TD/QLD 53.22
Hansen, Patricia.

Investors in people: the importance of a culture of learning and continuous improvement.

IN:Year of Training Conference: better business: productivity through training, Brisbane, Qld., 16 & 17 October 1997.
Brisbane? : Queensland Department of Training and Industrial Relations, 1997. [7 p.]

This paper outlines the "Investors in People" programme, wherein organisations use staff development to gain a competitve edge.

Keywords: Staff utilisation; Staff development

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349:
Email: olilibrary@vettweb.net.au

53

TD/QLD 53.23
Herbert, John.

Investors in people: case study: Pacific Seeds.

IN:Year of Training Conference: better business: productivity through training, Brisbane, Qld., 16 & 17 October 1997.
Brisbane? : Queensland Department of Training and Industrial Relations, 1997. [10 p.]

This paper details the process which brought Pacific Seeds to use the Investors in People programme, and includes a cost-benefit schedule of the outcomes.

Keywords: Staff development

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349:
Email: olilibrary@vettweb.net.au

54

TD/QLD 53.24
Wiltshire, Ken; Bagshaw, Mark; Norton, Marion; Keating, Jane.

Embracing diversity: a VET disability strategy.

IN:Year of Training Conference: better business: productivity through training, Brisbane, Qld., 16 & 17 October 1997.
Brisbane? : Queensland Department of Training and Industrial Relations, 1997. [11 p.]

This document is the transcript of a panel discussion. Mark Bagshaw, International Marketing Manager of IBM Australasia, outlines the social and economic costs of having a high number of unemployed and untrained Australians with disabilities.

Keywords: Disabled worker

AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349:
Email: olilibrary@vettweb.net.au

SOUTH AUSTRALIA

55

TD/SA 53.01
South Australia. Department of Education, Training and Employment. (DETE)

State strategic plan for vocational education and training 1998 to 2000: the plan: strategy overview.

Adelaide: Department of Education, Training and Employment, 1998. 42 p.

The State Strategic Plan for Vocational Education and Training 1998 to 2000 provides a framework to inform the planning of publicly funded vocational education and training over the next three years. The four parts of the Plan are: (1) part 1 - the planning context (see TD/SA 53.02); (2) part 2 - the demand for training (see TD/SA 53.03); (3) part 3 - the supply of training (see TD/SA 53.04); and (4) part 4 - improve training (see TD/SA 53.05). The Strategy Overview provides a synopsis of each part of the plan.

Keywords: TAFE; South Australia; Vocational education; Vocational training; Strategic planning; Department of Education, Training and Employment; Training needs

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; fax: +61 8 8207 8434. Interlibrary loan.

56

TD/SA 53.02
South Australia. Department of Education, Training and Employment. (DETE)

State strategic plan for vocational education and training 1998 to 2000: part 1: the planning context.

Adelaide: Department of Education, Training and Employment, 1998. 37 p.

The State Strategic Plan for

Vocational Education and Training 1998 to 2000 provides a framework to inform the planning of publicly funded vocational education and training over the next three years.

Part one of the plan provides an overview of the economic, demographic, employment and training reform factors that will influence training over the next three years.

The plan consists of the following parts (1) a strategic overview (see TD/SA 53.01) (2) part 1 - the planning context (see TD/SA 53.02); (3) part 2 - the demand for training (see TD/SA 53.03); (4) part 3 - the supply of training (see TD/SA 53.04); and (5) part 4 -improve training (see TD/SA 53.05).

Keywords: TAFE; South Australia; Vocational education; Vocational training; Strategic planning; Department of Education, Training and Employment; Training needs

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: Phone: +61 8 8207 8653; Fax: +61 8 8207 8434.

57

TD/SA 53.03

South Australia. Department of Education, Training and Employment. (DETE)

State strategic plan for vocational education and training 1998 to 2000: part 2: the demand for training.

Adelaide: Department of Education, Training and Employment, 1998. 53 p.

The State Strategic Plan for Vocational Education and Training 1998 to 2000 provides a framework to inform the planning of publicly funded vocational education and training over the next three years.

Part 2 provides an overview of the advice received from stakeholders in the consultation process undertaken for the development of the State Strategic Plan for Vocational Education and Training 1998 to 2000. Areas discussed include industry profiles; access and equity considerations; literacy, language and numeracy directions; regional training profiles; cross industry training priorities; and advice from students.

The plan consists of the following parts (1) a strategic overview (see TD/SA 53.01) (2) part 1 - the planning context (see TD/SA 53.02); (3) part 2 - the demand for training (see TD/SA 53.03); (4) part 3 - the supply of training (see TD/SA 53.04); and (5) part 4 -improve training (see TD/SA 53.05).

Keywords: TAFE; South Australia; Vocational education; Vocational training; Strategic planning; Department of Education, Training and Employment; Training needs

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.

58

TD/SA 53.04

South Australia. Department of Education, Training and Employment. (DETE)

State strategic plan for vocational education and training 1998 to 2000: part 3: the supply of training.

Adelaide: Department of Education, Training and Employment, 1998. 10 p.

The State Strategic Plan for Vocational Education and Training 1998 to 2000 provides a framework to inform the planning of publicly funded vocational education and training over the next three years.

Part 3 focuses on the planned supply of publicly funded vocational education and training for 1998.

The plan consists of the following parts (1) a strategic overview (see TD/SA 53.01) (2) part 1 - the planning context (see TD/SA 53.02); (3) part 2 - the demand for training (see TD/SA 53.03); (4) part 3 - the supply of training (see TD/SA 53.04); and (5) part 4 -improve training (see TD/SA 53.05).

Keywords: TAFE; South Australia; Vocational education; Vocational training; Strategic planning; Department of Education, Training and Employment; Training needs

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; fax: +61 8 8207 8434. Interlibrary loan.

59

TD/SA 53.05

South Australia. Department of Education, Training and Employment. (DETE)

State strategic plan for vocational education and training 1998 to 2000: part 4: improving training.

Adelaide: Department of Education, Training and Employment, 1998. 40p.

The State Strategic Plan for Vocational Education and Training 1998 to 2000 provides a framework to inform the planning of publicly funded vocational education and training over the next three years.

Part 4 provides the major directions which will be pursued in South Australia over the next three years to improve training. The major strategic areas for 1998-2000 which are discussed in this volume include: contestable funding; future directions for providers; quality; flexible delivery; international business; schools and universities; accreditation and registration; access and equity; literacy, language and numeracy; youth training and employment; small business training; adult community education; and capital development planning.

The plan consists of the following parts (1) a strategic overview (see TD/SA 53.01) (2) part 1 - the planning context (see TD/SA 53.02); (3) part 2 - the demand for training (see TD/SA 53.03); (4) part 3 - the supply of training (see TD/SA 53.04); and (5) part 4 -improve training (see TD/SA 53.05).

Keywords: TAFE; South Australia; Vocational education; Vocational training; Strategic planning; Department of Education, Training and Employment; Training needs

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.

60

TD/SA 53.06
South Australia. Department of Education, Training and Employment. (DETE)

Key directions for vocational education and training 1998 to 2000.

Adelaide: Department of Education, Training and Employment, 1998. 3p.

The State Strategic Plan for Vocational Education and Training 1998 to 2000 provides a framework to inform the planning of publicly funded vocational education and training over the next three years.

The Key Directions provides a brief overview of the strategic initiatives which will be pursued over the next three years by the Department Education, Training and Employment.

The plan consists of the following parts (1) a strategic overview (see TD/SA 53.01) (2) part 1 - the planning context (see TD/SA 53.02); (3) part 2 - the demand for training (see TD/SA 53.03); (4) part 3 - the supply of training (see TD/SA 53.04); and (5) part 4 -improve training (see TD/SA 53.05).

Keywords: TAFE; South Australia; Vocational education; Vocational training; Strategic planning; Department of Education, Training and Employment; Training needs

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

61

TD/SA 53.07
South Australia. Department of Education, Training and Employment. (DETE)

VET matters: vocational education and training, issue 7, April 1998.

Adelaide: Department of Education, Training and Employment, 1998. 12p.

This is the seventh issue of "VET matters", a newsletter intended to communicate with people involved in vocational education and training (VET). Areas discussed in this issue include: New Apprenticeship Centres; recognition; user choice; VISA VET; VET for Aboriginal students; occupational health, and the gender project.

Keywords: TAFE; South Australia; Vocational education; Vocational training; Newsletter

AVAILABLE FROM: SA TAFE Clearinghouse; Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

62

TD/SA 53.08
Doherty, Bev.

New Apprenticeship Centres.

IN: VET matters: vocational education and training. (7), April 1998, p. 2-3

All State and Territory VET ministers have agreed on delivering Commonwealth and State government apprenticeship and traineeship services in a streamlined, seamless and integrated fashion, out of a single organisation called a New Apprenticeship Centre.

This article answers the following questions: what are New Apprenticeship Centres?; how many New Apprenticeship Centres will there be in South Australia and when will they begin operating?; what will New Apprenticeship Centres do?; and how will the new arrangements affect apprenticeship and traineeship services in South Australia? Also provided is a list of contractors - New Apprenticeship Centres in South Australia.

Keywords: South Australia; Vocational education; Vocational training; New Apprenticeships; Apprenticeship; Traineeship
ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

63

TD/SA 53.09
Ward, Carol.

Australian Recognition Framework.

IN: VET matters: vocational education and training. (7), April 1998, p. 4

The Australian Recognition Framework (ARF) is based on a quality assured approach to the registration of training organisations. This article briefly discusses how South Australia has updated materials and policies to incorporate the ARF.

Keywords: South Australia; Vocational education; Vocational training; Australian Recognition Framework
ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

64

TD/SA 53.10
Hutchinson, Lou.

User choice: latest update.

IN: VET matters: vocational education and training. (7), April 1998, p. 5

User choice is the name given to the new market-driven system for allocating public funds to training providers. It operates on the basis that each user can select the provider who will provide the training which must be undertaken under a contract of training. This article provides an update of user choice arrangements.

Keywords: South Australia; Vocational education; Vocational training
ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

65

TD/SA 53.11
Shackleford, Peter.

New Apprenticeships involving school students.

IN: VET matters: vocational education and training. (7), April 1998, p. 6

Vocational education in South Australian schools takes a new step forward in 1998 with the involvement of school students in part-time apprenticeships and traineeships. The article discusses the proposed trialing of the new apprenticeship arrangements at four schools in South Australia and what the students can expect to gain from the new arrangements.

Keywords: South Australia; Vocational education; Vocational training; New Apprenticeships; Secondary school; Secondary education
ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

66

TD/SA 53.12
DiLorenzo, Pam.
VISA vis-a-vis VET in schools in 1998.
IN: VET matters: vocational education and training. (7), April 1998, p. 7

This article briefly discusses the new arrangements under the Australian Recognition Framework and the effect this will have on VET in schools in 1998. Also discussed is SSABSA'S new policy on "Recognition of VET outcomes toward the SACE" which is being implemented from the beginning of 1998.

Keywords: South Australia; Vocational education; Vocational training; Secondary school; Secondary education
ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

67

TD/SA 53.13
Ward, Carol.
Flexible delivery in VET for Aboriginal students and communities.
IN: VET matters: vocational education and training. (7), April 1998, p. 8

This article discusses a recently released report produced by Pundulmurra College in association with the Western Australian Department of Training, titled "Flexible delivery in vocational education and training: implications for Aboriginal students and communities". The report emphasises the importance of a client-centred approach to the delivery of VET in a cross-cultural context, because it enhances opportunities for Aboriginal people to exercise greater self-determination in the way services are delivered to them.

Keywords: Vocational education; Vocational training; Flexible delivery; Aboriginal community; Aboriginal student
ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434.Photocopy available.

68

TD/SA 53.14
Occupational health, safety and welfare and VET.
IN: VET matters: vocational education and training. (7), April 1998, p. 10

This article discusses the role that vocational education and training can play in promoting safer workplaces and reducing the incidences of work-related injuries. The article discusses a number of points in the development and delivery of vocational education which show whether OHS&W issues are being addressed effectively, for example endorsed industry competency standards and accredited courses.

Keywords: South Australia; Vocational education; Vocational training; Occupational health; Occupational safety
ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

69

TD/SA 53.15
Gender project tackles inequality.
IN: VET matters: vocational education and training. (7), April 1998, p. 11

This article discusses a gender equity project which is looking at whether there are problems in those areas where women or men are in a minority, for example, women working in engineering or men who work in childcare centres. The expected outcomes of the project are also discussed in the article (see TPP/SA 50.01 for project entry).

Keywords: South Australia; Vocational education; Vocational training; Employment opportunity; Nontraditional occupation; Women; TPP/SA 50.01
ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

70

TD/SA 53.16
Purcell, Rosemary; Cielens, Marty.
Workplace language and literacy in action: language, literacy and numeracy skills development, training packages and workplace training: final report.
South Australia: Department of Education, Training and Employment, 1998. 1 v. (various pagings).

This document is the report from a project that aimed to identify the issues associated with language, literacy and numeracy training in the changing vocational education climate. Private sector trainers, industry bodies and TAFE providers were represented. The report is divided into the following sections: executive summary; introduction to the project; project beginnings; project focus; program outcomes; achievement of key project and learning objectives and appendices.

Keywords: South Australia; Vocational education; Vocational training; Language; Numeracy; Literacy; Workplace education

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.

71

TD/SA 53.17
Hewett, Rex.
Labor commits to developing TAFE.
IN: Australian TAFE teacher. Vol. 32, (1), 1998, p. 5

The AEU Federal TAFE Secretary, Rex Hewett, looks at the Australian Labor Party education policy and discusses strategies for ensuring TAFE has a healthy future.

Keywords: Vocational education; Vocational training; Australian Labor Party; Government policy
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

72

TD/SA 53.18
Forward, Pat.
TAFE works.
IN: Australian TAFE teacher. Vol. 32, (1), 1998, p. 6-7

Pat Forward was elected the Federal TAFE President at the AEU National TAFE Council Annual General Meeting in January 1998. In this article Pat Forward gives an overview of the major issues discussed at this meeting. Issues discussed include: funding cuts to vocational education and training; the growth of employment; casualisation of the TAFE workforce; maintenance and defence of a viable and quality public TAFE sector.

Keywords: Vocational education; Vocational training; Australian Education Union; Fund; Government policy; TAFE
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

73

TD/SA 53.19
Fields, Tony; Butler, Kim.
TAFE means business.
IN: Australian TAFE teacher. Vol. 32, (1), 1998, p. 8-9, 13

TAFE is facing enormous changes and challenges throughout Australia and in this article the authors discuss the effects of these changes on business faculties within the Australian TAFE network. Also discussed is what TAFE is doing to meet these challenges, for example, TAFE generally is forging links with both business and other educational providers.

Keywords: Vocational education; Vocational training; Commercial education; Business skill
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

74

TD/SA 53.20
Byrom, Georgina.
Business studies for international students.
IN: Australian TAFE teacher. Vol. 32, (1), 1998, p. 12

In this article, Georgina Byrom outlines the approach Southbank Institute of TAFE uses in helping international students prepare for study in Australia. The course discussed in the article is the Certificate in Communications and Business Skills, a foundation course available to international students only, who come from many different countries including Korea, Taiwan, Japan, Hong Kong and Indonesia.

Keywords: Vocational education; Vocational training; Commercial education; Business skill; Foreign student; Southbank Institute of TAFE
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

75

TD/SA 53.21
Carson, Rosemary.
Supporting efficiency and harmony in the workplace.
IN: Australian TAFE teacher. Vol. 32, (1), 1998, p. 14

Rosemary Carson discusses how business can use staff development and training to improve communications in the workplace. Two courses, Diploma of Business (Administration) and Diploma in Communication (Technical or Administration) conducted by the faculty of Foundation Studies of the Northern Territory University (TAFE), are discussed.

Keywords: Vocational education; Vocational training; Staff development; Workplace; Communication
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

76

TD/SA 53.22
Peoples, Kevin.
Responding to an ideologically driven VET system.
IN: Australian TAFE teacher. Vol. 32, (1), 1998, p. 19-20

This article is an extract from Kevin Peoples' opening address at his final AGM for the AEU National TAFE Council. Peoples discusses the following question: "how should we respond to those responsible for the current ideologically driven VET system?".

Keywords: Vocational education; Vocational training; Training system
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

77

TD/SA 53.23
Latham, Mark.
ALP promises funds for TAFE.
IN: Australian TAFE teacher. Vol. 32, (1), 1998, p. 32

In this article, Mark Latham, the Shadow Minister for Education and Youth Affairs analyses the Howard Government's attacks on education and training, especially in relation to TAFE funding. Latham also discusses the ALP policy in relation to TAFE funding.

Keywords: Vocational education; Vocational training; Fund; Government policy; Australian Labor Party
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

78

TD/SA 53.24

South Australia. Department of Education, Training and Employment. VET Access and Equity. (DETE)

Managing classroom behaviour.

South Australia: Department of Education, Training and Employment, 1998. 1 video (16 mins) and booklet (23p.).

The Managing Classroom Behaviour resource package is a 16 minute video and booklet which outlines the rights and responsibilities of lecturers under state and federal Equal Opportunity Acts. It emphasises responsibilities of preparation and planning for establishment of an inclusive classroom, and ways of responding to the needs of individual students. In addition it recommends clear steps to follow in the event of an incident resulting from unacceptable behaviour in class. This package is useful for all staff involved in the delivery of vocational education and training.

The video was produced by the Centre for Applied Learning Systems (CALS), Adelaide Institute of TAFE.

Keywords: South Australia; Vocational education; Vocational training; Classroom instruction; Equal opportunity; Classroom; Student behaviour
ISBN: 0730859851 (booklet)

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.
Other sources: Copies can be purchased for $70 per package from: Centre for Applied Learning Systems, Adelaide Institute of TAFE, 120 Currie Street, Adelaide SA 5000. Telephone: +61 8 8207 8500; Fax: +61 8 8207 8554.

79

TD/SA 53.25

Park, Michelle.

Exploring the online learning environment.

IN: Monthly xpress. Vol. 1, (3), May 1998, p. 17

In this article Marie Jasinki, the head of TAFE SA's MindMedia unit at Douglas Mawson Institute of TAFE, Port Adelaide Campus, discusses the role of MindMedia.

MindMedia is a specialist research and development unit, exploring the potential of new learning technologies. The MindMedia team is keen to ensure that the potential of new technology is harnessed in the most beneficial way for users. The article also discusses some of the projects which the MindMedia Unit is working on: teaching and learning styles that facilitate online learning; development of online resources for Qantas College Online and usability testing of three CD-ROM/Internet modules for a national VET consortium.

Keywords: South Australia; Vocational education; Vocational training; Online learning; Online delivery; Learning process; Teaching method; MindMedia
ISSN: 1440-575X

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

80

TD/SA 53.26

Hoenig, Ron.

Colours of learning.

IN: Monthly xpress. Vol. 1, (3), May 1998, p. 19

This article provides an insight into the work that two learning support lecturers at Douglas Mawson Institute of TAFE, Port Adelaide Campus have been involved in. Chaye Oliver and Marilynn Willis have been working on how people learn and how people use the multiple pathways of the senses and the diversity in people's learning styles to help others learn. Oliver and Willis are both accredited 4Mat facilitators and briefly discuss the 4Mat learning system in this article.

Keywords: South Australia; Vocational education; Vocational training; Learning; Learning process
ISSN: 1440-575X

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

81

TD/SA 53.27

Murphy, Clare.

Virtual library: library support for on-line learners in the vocational education and training sector.

Online publication, 1997. 46 p.

This report discusses the findings of a national project (see TPP/SA 50.03) carried out from August to December 1997 by the LEARN network (TAFE SA Learning Resource Centres network). It was funded by the Australian National Training Authority (ANTA) as a result of recommendations in the 1996 ANTA National Flexible Delivery Taskforce report.

The project focused on the role that libraries in the vocational education and training (VET) sector can, and should, play in the provision of information literacy training for students studying VET courses on-line.

The full project report is accessible on-line at: http://www.tafe.sa.edu.au/go/il.htm (accessed 12 May 1998) (OLEARN abstract).

Keywords: South Australia; Vocational education; Vocational training; Library; Information service; Resource centre; Online learning; Online delivery; Learning support; TPP/SA 50.03

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Print out available on interlibrary loan or access via Web.

82

TD/SA 53.28
Gallasch, Pat.
Virtual campus: virtually everywhere: from inception to delivery: a guide for trainers, educators and training providers.
South Australia: Department of Education, Training and Employment, 1998. 47 p.

This booklet is the result of an ANTA Demonstrating Best Practice project (see TPP/SA 52.01). The guide provides an overview of the concepts of the virtual campus and best practice. It also explains the virtual campus and the principles that underpin a quality service. At a practical level the booklet documents five short case studies highlighting the work undertaken by the Community Services and Health program at Spencer Institute of TAFE, through their virtual campus. The material in this booklet can also be accessed via the internet at: http://www.tafe.sa.edu.au/go/vc.htm (accessed 12 May 1998).

Keywords: South Australia; Vocational education; Vocational training; Best practice; TPP/SA 52.01; Information technology; Internet; Flexible delivery; Delivery system
ISBN: 0642253951

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.

83

TD/SA 53.29
South Australia. Department of Education, Training and Employment. (DETE)
Framing the future: project report.
South Australia: Department of Education, Training and Employment, 1998. 20 p.

This report is the outcome of an ANTA funded Framing the Future project. The project addresses the issue of how the introduction of the National Training Framework will impact on VET courses currently being delivered to students who were identified as at risk of leaving school early in the two schools.

The report discusses the following: identify barriers to access and success; provide solutions for problems encountered in the VET sector by students at risk; outline some strategies to increase participation of students at risk in VET programs; and highlight a model where students at risk are able to complete all (or part) of a VET qualification as part of senior secondary education.

Keywords: South Australia; Vocational education; Vocational training; National Training Framework; Access to education; Staff development

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.

84

TD/SA 53.30
Gallasch, Pat; Robertson, James; Battilana, Joy; Bowen, Helen.
Guide to access and equity for training organisations seeking registration or quality endorsement.
South Australia: Department of Education, Training and Employment, 1998. 36 p.

This booklet explains (1) access and equity issues related to vocational education and training; and (2) the requirements important to consider if you wish to become a registered training organisation and/or seek quality endorsement.

Keywords: South Australia; Vocational education; Vocational training; Access to education; Equal opportunity

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.

TASMANIA

85

TD/TAS 53.01
Australian National Training Authority. National Staff Development Committee. (NSDC)
Workplace Language and Literacy in Action Scheme evaluation report.
Melbourne: ANTA, 1997. 48 p.

The Workplace Language and Literacy in Action Scheme was developed by the National Staff Development Committee in 1995. The Scheme adopted an action learning approach in which a group from each participating organisation identified an issue relating to language and literacy within their enterprise and through a combination of formal learning, discussion, reflection and review developed a solution capable of being implemented in the workplace. The learning happens as a product of the real workplace project.

All projects completed at the time of reporting had achieved their learning objectives. Most had also achieved other positive outcomes not originally anticipated, such as improved teamwork between different teams. About 80 percent indicated that after experiencing action learning they would recommend traditional training approaches only in particular situations such as when time was critical or when the subject matter was highly technical.

Overall the scheme has met its objectives and had a significant impact on all who participated. However ongoing support is needed to ensure the impact on the training community is not dissipated.

Keywords: Language teaching; Literacy; National Staff Development Committee; Workplace education; Evaluation
ISBN: 0642256055

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAS., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan.

86

TD/TAS 53.02
Bonnie, C.
Australian National Training Authority. National Staff Development Committee. (NSDC)
Guide to coaching.
Melbourne: ANTA, 1997. 26 p.
(Work based learning in progress series)

This booklet is intended to provide a basic introduction to the topic of coaching in the workplace. The author outlines a definition of coaching, the roles a coach can play and benefits to the organisation and individual. A guide to the coaching process is provided and a number of cases studies and models presented. The differences between coaching and mentoring are described (a coach is more closely involved in teaching specific work tasks). A bibliography is provided at the back of the booklet as a guide to further reading.

Keywords: Experiential learning; Workplace education; National Staff Development Committee; Mentor; Guidance personnel; Continuing vocational trainng
ISBN: 0642256012

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAS., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan.

87

TD/TAS 53.03
Gattegno, Guy.
Australian National Training Authority. National Staff Development Committee. (NSDC)
Guide to project based learning.
Melbourne: ANTA, 1997. 29 p.
(Work based learning in progress series)

This booklet is intended to provide an overview of the concept and implementation possibilities of project based learning. The author defines project based learning as maximising the individual's opportunities to learn from tackling real challenges in their workplaces. He points out that project based learning is different from action learning in that the focus of action learning is usually on group processes of problem solving.

Keywords: National Staff Development Committee; Experiential learning; Workplace education; Flexible delivery; Continuing vocational training
ISBN: 0642256062

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAS., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan.

88

TD/TAS 53.04
Gattegno, Guy.
Australian National Training Authority. National Staff Development Committee. (NSDC)
Guide to facilitating work based learning.
Melbourne: ANTA, 1996. 34 p.
(Work based learning in progress series)

Work based learning (WBL) is defined as an approach to development that makes the most of the learning opportunities available to individuals at, from and through their real life work situations. WBL consists of:

- performing tasks and
- learning from reflecting on the task.

A learning facilitator is an integral part of WBL programs. The role of a learning facilitator is to act as learning mentor to one or more program participants. The responsibilities of the facilitator include:

- analysing the participants developmental needs and aspirations,
- providing participants with models of learning behaviour,
- providing feedback on performance, accomplishments and difficulties being encountered, and,
- giving learning equal billing with tasks during WBL activities and projects.

The booklet includes case studies, a suggested model for establishing a WBL program and a list of further resources.

Keywords: Experiential learning; Workplace education; Flexible delivery; National Staff Development Committee; Continuing vocational training
ISBN: 0642256039

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAS., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan.

89

TD/TAS 53.05
Murray, Josephine.
Australian National Training Authority. National Staff Development Committee. (NSDC)
Practice of action learning.
Melbourne: ANTA, 1996. 45 p.
(Work based learning in progress series)

Action learning is a process in which people learn with and from each other. A small group provides a forum for people to learn to interact and manage group processes with mutual support and stimulation. Action learning works best when the group doesn't know the solution to an issue. Action learning involves:

- developing a workplace project around a real issue,
- developing a project team which meets regularly,
- identifying a facilitator to guide the learning process,
- gathering knowledge relevant to the issues, and,
- asking critical questions which challenge that knowledge.

Action learning is a value adding process, in that a staff development experience (learning) is structured around the tasks associated with completing a project (real work). This booklet includes case studies of action learning projects and information on how to establish a successful action learning group.

Keywords: Experiential learning; Workplace education; National Staff Development Committee; Flexible delivery; Continuing vocational training
ISBN: 0642256004

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAS., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan.

90

TD/TAS 53.06
Gallasch, Pat.
Australian National Training Authority. National Staff Development Committee. (NSDC)
Learning styles.
Melbourne: ANTA, 1996. 34 p.
(Work based learning in progress series)

The author of this paper suggests that to offer successful training programs we need to do three things:

- base it on adult learning principles,
- understand different work based learning environments, and,
- employ different learning styles.

Understanding how people learn and their different preferences allows us to plan and develop programs that will meet their needs. If we understand the needs of the organisation, the needs of the work team and the needs and personalities of each individual, we can offer a work based learning program that benefits everyone.

This booklet also includes case studies, examples of different models and other information on implementating a successful program using different learning styles.

Keywords: Experiential learning; Adult learning; Flexible delivery; Continuing vocational education
ISBN: 0642256020

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAS., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan.

91

TD/TAS 53.07

Hughes, Philip.

Education and work: dialogue between two worlds.

IN:Rethinking work: re-inventing education conference, October 1996, Tasmanian Educational Consortium.
Hobart? : The Consortium, 1996.

This paper outlines the need for dialogue between the worlds of education and work in this period of rapidly changing work patterns. The relationship between education and work is interactive. One of the most powerful influences on both the content and structure of education is exerted by the nature of work. In turn the capacities of work are defined by the outcomes of education. It is desirable to have a constructive tension between education and work and a dialogue which considers the appropriate education for young people in the future.

Keywords: Conference paper; Education; Work preparation; Training; Employment

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAS., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Photocopy.

92

TD/TAS 53.08

Truce, Lawrence.

Rethinking work for growth and success.

IN:Rethinking work: re-inventing education conference, October 1996, Tasmanian Educational Consortium.
Hobart? : The Consortium, 1996.

In this keynote address the author outlines how his award winning company kept itself successful and at the cutting edge of developments. He talks first about the concept of quality. Truce states that indentifiying customers, understanding customer needs, measuring key performance indicators and benchmarking are some of the issues integral to the quality of an organisation. The concept of a learning organisation is interconnected with that of quality. Some of the basic principles of a learning organisation are that:

- the organisation must be both open and dynamic,
- it must be people oriented, and,
- it should have a strong set of values to both motivate and guide the learning process.

The author believes that the culture of an organisation and the values of its people are the key to a prosperous future.

Keywords: Conference paper; Experiential learning; Organisational change; Organisational development

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAS., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Photocopy.

93

TD/TAS 53.09

Halliday, Sue.

Paper from Business Council of Australia.

IN:Rethinking work: re-inventing education conference, October 1996, Tasmanian Educational Consortium.
Hobart? : The Consortium, 1996.

This paper draws attention to the changing nature of the international work environment and the demands this places on our education and training system. Young people today are often employed in highly decentralised organisations and must understand the corporate strategy, take initiatives, integrate functions and cultures and be the interface between the various stakeholders. Our education and training system has traditionally codified knowledge and compartmentalised disciplines, trades and vocations. To meet Australia's future needs, our education system must provide a balance between skill development, knowledge, analysis, vision, intuition and the subjective aspects of real life and work.

Keywords: Conference paper; Vocational education; Education; Training; Employment

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAs., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Photocopy.

94

TD/TAS 53.10

Sweet, Richard.

How well do our entry level training models fit the labour market of the 1990s?

IN:Rethinking work: re-inventing education conference, October 1996, Tasmanian Educational Consortium.
Hobart? : The Consortium, 1996.

One in four young Australians take part, in the immediate post-compulsory years, in recognised vocational preparation programs, compared to an average of one in two in OECD countries. The rut in our initial vocational preparation system becomes even sharper when we look at trends in the demand for employment based contractual training. In June 1995 the number of apprentices and trainees as a percent of total employment was the lowest it has ever been. For an apprenticeship or traineeship to be established an adult needs to have continuity of full-time employment with an employer in a nominated occupation and continuity of employment in the same occupation with the same employer. In May 1996 part-time work accounted for a quarter of all employment. The rapid growth of part-time casual employment has made the traditional models of apprenticeships and traineeships inappropriate. This issue needs to be addressed.

Keywords: Conference paper; Training; Employment; Work preparation; Flexible delivery; Entry level training; Vocational training

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAS., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Photocopy.

95

TD/TAS 53.11
Eckersley, Richard.
Portrait of youth.
IN Rethinking work: re-inventing education conference, October 1996, Tasmanian Educational Consortium.
Hobart? : The Consortium, 1996.

The author makes the point that any consideration of the links between education and work must take into account the whole person - his or her outlook on life, expectations of the future, and values and attitudes. These qualities will shape their approach to all aspects of life. If young people believe in themselves and have faith in the future, anything is possible. If they lack these qualities, as the evidence suggests, no amount of policy adjustment will deliver the results we seek. Yet we are continuing to neglect the significance of these factors, while expending huge amounts of political energy in attempting to get the policy settings right and in emphasising economic management. The consequences of this oversight are serious enough even in terms of the narrow goals of employability or productivity. They become much more costly in the context of the much greater task of building a society that is more robust, sustainable and equitable. This task provides a tremendous challenge and an opportunity to educators, the basis for a renewed sense of vocation. It must, of course, also involve parents and employers. Social engagement or attachment matters - at any time in history, but especially now.

Keywords: Conference paper; Youth; Australia; Work preparation; Education

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAS., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Photocopy.

96

TD/TAS 53.12
Tasmanian Food Industry Training Board. (TFITAB)
Training development in the food processing industry: a guide for the food processing industry in Tasmania.
Devonport: TFITAB, 199?. 24 p.

Food and beverage production is the most significant manufacturing activity in Australia. This sector in Tasmanian manufacturing is varied, comprising of several hundred establishments with a diverse product range. The food sector of manufacturing also represents the largest employment group with 30 percent of those employed. The Tasmanian Food Industry Training Board (TFITB) recognises that to achieve a more competitive edge in the national and international arenas there is a need to create a business environment which is conducive to investment and employment, has an appropriate physical infrastructure and a skilled and efficient workforce. This guide has been prepared as a general reference to the Food Industry on the training reform process, in particular the development of the Certificate and Advanced Certificate programs for all sectors of this industry. Once established, this will provide for the industry a strong platform for skills development for all employees into the 21st century.

Keywords: Food industry; Tasmania; Vocational education; Vocational training

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAs., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan.

97

TD/TAS 53.13
Burrows, Barry.
Tasmania. Dept of Vocational Education and Training. Operations Policy, Access and Equity. (DVET)
Aboriginal offenders program "Mabbyle Largenner" : report 1997.
Hobart: DVET, 1997. 8 p.

The objectives of this program are to:

- provide an opportunity for Aboriginal offenders on community service orders, parole or remand, or those due for release, to participate in some education or training program, to improve skills and confidence, and enhance employment prospects, and,
- identify and support Aboriginal school refusers with their education and skills development, to improve retention rates at school, and to assist those excluded from school with alternative studies. The operational plan involved:
- promoting the plan among Aboriginal organisations and Community Corrections,
- investigating education courses and training programs available,
- recruiting and establishing appropriate tutors, and,
- to counsel and inform clients of education and training programs.

The number of clients involved in the program increased significantly since 1996 and the participants gained in self confidence and a sense of responsibility. These outcomes will possibly impact on factors such as the level of substance abuse, long term social welfare dependance and the incidence of re-offence. One of the recommendations was that the program be funded in an ongoing capacity rather than in short term periods as that would allow for greater efficiency and sustainability.

Keywords: Aboriginal education; Aboriginal employment; Tasmania; Prisoner; Correctional rehabilitation

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Batnurst St., Hobart, TAS., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan.

98

TD/TAS 53.14
Ryan, Keith.
Launceston Workplace Learning.
Tasmanian Employment Advisory Council. (TEAC)
Training audit of businesses in the Launceston region.
Launceston: The Council, 1997. 49 p.
(TEAC occasional paper, 97/2)

During September and October 1997 a survey of businesses in the Launceston region was undertaken. The survey attempted to determine the current awareness and participation in training among businesses in the region, and to identify the future training needs of employers. A total of 825 businesses within the Launceston region were approached for a face to face interview with a final sample of 623 employers completing an interview. The report is targeted towards schools and training providers to be used as a planning tool to ensure that training programs meet the needs of industry.

Some of the findings of the survey were:

- employers want employees with generic skills (communication) and an appropriate attitude,
- younger businesses are less likely to recruit and that twenty-five percent of businesses had experienced difficulty or lack of success in recruiting,
- fifty-eight percent of small businesses had never had an apprentice or a trainee,
- sixty-seven percent of larger businesses currently have an apprentice or a trainee or have had one in the recent past, and,
- seventy-one percent of companies surveyed are involved in some form of training.

Keywords: Survey; Tasmania; Training; Employment; Vocational training; Training needs analysis

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAS., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan.

NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH

99

TD/TNC 53.01
National Centre for Vocational Education Research. (NCVER)
Australian apprentice and trainee statistics: apprentices and trainees in Australia 1985-1997: at a glance.
Adelaide: NCVER, 1998. 8 p.

This publication, funded by the Australian National Training Authority (ANTA) and produced by NCVER with the assistance of the Dept of Employment, Education and Youth Affairs (DEETYA), provides information about apprentices and trainees as a basis of comparison with future New Apprenticeship data. Historical information covering the last twelve years is presented and the changing nature of training during that time is considered.

Keywords: Statistics; Statistical data; Apprenticeship; Traineeship; History; NCVER; ANTA funded project; DEETYA
ISBN: 987397459X

AVAILABLE FROM: Distribution Officer, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211. Free of charge.

100

TD/TNC 53.02
National Centre for Vocational Education Research. (NCVER)
Publications catalogue: 1998.
Adelaide: NCVER, 1998. 38 p.

The National Centre for Vocational Education Research (NCVER) produces and disseminates vocational education and training information to a wide range of stakeholders interested in the sector. This publication documents all the publications produced and released by NCVER in 1997, with a brief description and price. Past publications that are still available are included and there is a section on forthcoming publications. Subscription details relating to journals and the VOCED database are given and an order form is supplied.

Keywords: Vocational education; Vocational training; Publication; Catalogue; Educational research; Research report; Research and development; TAFE; NCVER

AVAILABLE FROM: Distribution Officer, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211. Free of charge.

101

TD/TNC 53.03
National Centre for Vocational Education Research. (NCVER)
Establishing an integrated national VET statistical information program 1998-2003.
Adelaide: NCVER, 1998. 18 p.

This document examines an overhaul of national vocational education and training (VET) statistical collections and information arrangements proposed for 1998 and beyond. The key recommendation is the introduction of an integrated national VET statistical information program. The proposed program is primarily about ensuring that the information necessary to improve Australia's VET system is available and accessible.

Keywords: Statistics; Statistical data; Vocational education; Vocational training; Information; Programme; National Advisory Committee on Vocational Education and Training Statistics; NACVETS; Australian National Training Authority; ANTA
ISBN: 0873974603

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

102

TD/TNC 53.04
National Centre for Vocational Education Research. (NCVER)
Robinson, Chris; Kenyon, Richard (eds.)

Market for vocational education and training: conference papers. Market for Vocational Education and Training: Who Pays and Who Profits? : Adelaide, South Australia, 28-30 July 1997

Adelaide: NCVER, 1998. 428 p.

This work is the most comprehensive collection of papers yet compiled about vocational education and training (VET) markets in Australia. Some of the papers also draw on selected overseas experience with the emerging phenomenon of market mechanisms in VET. The papers were all presented at a major national conference 'The Market for Vocational Education and Training: Who Pays and Who Profits?' held in Adelaide, South Australia, 28-30 July 1997 and organised by the National Centre for Vocational Education Research (NCVER). This volume is a key information resource for all who are interested in the impact of market developments in VET. The papers are clustered in three broad themes: the VET training product and the providers; client perspective: industry and enterprise; and client perspective: students and trainees.

Keywords: Conference paper; Vocational education; Vocational training; Training market
ISBN: 0873974611

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

103

TD/TNC 53.05
Wakefield, Lyn; Pearson, Geoff.

Report on the trial of the new WELL program reporting mechanism.

Geelong, Vic: Gordon Institute of TAFE, 1997. 120 p.

In mid-1996 the Workplace English Language and Literacy (WELL) Program began a process to develop a new reporting mechanism which would provide greater accountability. Performance indicators were required to generate the data and information which could be used to account for the funding distributed to workplaces under the WELL Program and to provide feedback on the benefits that the expense of these funds had engendered. Five key performance indicators were identified and the applicability of using the National Reporting System (NRS) was considered. A draft reporting mechanism using both the NRS and the key performance indicators was developed and from February to May 1997 a trial of this draft reporting mechanism was conducted. This report presents the findings of that trial in which more than 50 workplace and training provider respondents across 6 States in 20 workplaces representing 11 industries have taken part.

Keywords: English (second language); Non English speaking; Workplace education; Literacy; Training

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

104

TD/TNC 53.06
Fryer, R.H.

Learning for the 21st century: first report of the National Advisory Group for Continuing Education and Lifelong Learning.

[Sheffield]: National Advisory Group for Continuing Education and Lifelong Learning, 1997. 93 p.

This report sets out the case for the development of a culture of lifelong learning for all. In part 1 a proposed program of initiatives aimed at starting the process of establishing a culture of lifelong learning is set out in summary form. Part 2 makes the case for such a culture and some of the obstacles currently preventing its establishment. In part 3 a vision of such a culture is presented, and in part 4 the roles and responsibilities of the key partners are outlined. Finally, part 5 suggests the first steps necessary to begin to implement change. Recommendations and proposals are given throughout the report. Key recommendations are summarised in part 1.

Keywords: Lifelong learning; Continuing education; Education; Training; Training policy; Participation; Workplace; Community education; Technology; Technological change

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

105

TD/TNC 53.07
Sofo, Francesco

Fair go for everyone in post-compulsory education : a retrospective view or Labor's love lost.

IN: Unicorn : journal of the Australian College of Education, Vol.23, (3), December 1997, p. 50-62.

This paper explores the issues of fairness related to people with special needs in the post-compulsory education sector by examining the previous Commonwealth Labor government's social justice policy and resourcing plans in this area. The paper comments on the roles of various groups involved in post-compulsory education for example: Dept of Employment, Education, Training and Youth Affairs (DEETYA), TAFE colleges, professional bodies, private training providers and community agencies, advocates the abandonment of the current categorisation of special groups in access issues and offers suggestions for changes in the focus of policy so that all people with special needs have better access to post-compulsory education.

Keywords: Postcompulsory education; TAFE; Private training provider; Access to education; Equal opportunity; Special needs students

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for

Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

106

TD/TNC 53.08

Versluis, John.

One-stop shop for forest products.

IN: Australian training review (25), Dec/Jan/Feb 1998, p. 3

Adelaide: NCVER, 1998.

The purpose of the Forest Industry Training and Education Consortium (FITEC) is, in conjunction with the forestry industry, to offer business and prospective employers a better way of finding out about and gaining access to training. To this end a 'one-stop shop' offering a range of services has been established in Queensland.

Keywords: Forest; Forest product; Forestry training; Vocational training; Forest Industry Training and Education Consortium; FITEC; Public training; Article; Periodical
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

107

TD/TNC 53.09

Harmsworth, Peter.

New learning technologies.

IN: Australian training review (25), Dec/Jan/Feb 1998, p. 5-6

Adelaide: NCVER, 1998.

In this article the author addresses the challenge of making new technologies easily accessible to a wide range of learners. Strategies being developed by the Office of Training and Further Education (OTFE) in Victoria in the areas of communications and multimedia are examined. The Virtual Campus environment on Victoria's VETnet, in trial phase currently, is discussed, and the Education Network Australia (EdNA), a national strategy for cooperation between all sectors of the Australian education community, is offered as an excellent example of collaborative development.

Keywords: Learning; Technology; Educational technology; Vocational education; Vocational training; Multimedia instruction; Office of Training and Further Education; OTFE; Education Network Australia; EdNA; Article; Periodical
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

108

TD/TNC 53.10

Ellison, Christopher.

Legal training for VET.

IN: Australian training review (25), Dec/Jan/Feb 1998, p. 8-10

Adelaide: NCVER, 1998.

This article is an interview with Senator Christopher Ellison, who was appointed Minister for Schools, Vocational Education and Training in October of 1997. His background in jurisprudence and legal practice, and his early feelings about his ministerial responsibilities are discussed.

Keywords: Vocational education; Vocational training; School; Government policy; Ministry; Article; Periodical
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

109

TD/TNC 53.11

Pickett, Les.

Dollars, training and the American way.

IN: Australian training review (25), Dec/Jan/Feb 1998, p. 17

Adelaide: NCVER, 1998.

A study of alternative training delivery systems carried out by the Financial Services Forum of the American Society for Training and Development is the subject of this paper. The author examines the cost-effectiveness of the alternative delivery systems, pointing out that there is an increasing need to assess the various forms of delivery systems available.

Keywords: Training; Delivery system; Multimedia instruction; Distance study; Article; Periodical
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

110

TD/TNC 53.12

Mackey, Julie.

Around 1000 jobs in 30 days.

IN: Australian training review (25), Dec/Jan/Feb 1998, p. 18-19

Adelaide: NCVER, 1998.

During the national Jobs for Australia (JFA) initiative Group Training Australia pledged on national television to fill over 1000 jobs within 30 days of the telecast. This paper describes how Group Training Australia went about achieving this objective. In total, 1207 positions across Australia were filled.

Keywords: Employment; Job vacancy; Job placement; Jobs for Australia; JFA; Group Training Australia; Apprenticeship; Traineeship; Article; Periodical
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

111

TD/TNC 53.13

Robinson, Chris.

Training for a global future.

IN: Australian training review (25), Dec/Jan/Feb 1998, p. 20-21

Adelaide: NCVER, 1998.

In this article the author looks at a unique training initiative that supports the globalisation of Japanese business. The Overseas Vocational Training Association (OVTA) of Japan was established with the core role of providing specialist training to prepare Japanese people who have been assigned by their companies to work abroad. The training program focuses on language skills and cross cultural training and has a very high level of coverage of the total Japanese workforce abroad.

Keywords: Vocational education; Vocational training; Japan; Overseas Vocational Training Association; OVTA; Training programme; Overseas employment; Language teaching; Cross cultural training; Article; Periodical
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

112

TD/TNC 53.14
Kyriakakis, Vicki.
Racing and TAFE in harness.
IN: Australian training review (25), Dec/Jan/Feb 1998, p. 21
Adelaide: NCVER, 1998.

Stablehand/trackrider traineeships, developed in South Australia as a joint partnership between Torrens Valley Institute of TAFE and the South Australian Thoroughbred Racing Authority, are an Australian first, offering a replacement for the traditional haphazard on-the-job training methods of the past. The first of the traineeships programs has been completed with excellent results, with students coming from all over South Australia and with extensive use made of the rural TAFE network.

Keywords: TAFE; On-the-job training; Off-the-job training; Traineeship; Trainer; Training workshop; South Australia; Article; Periodical
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

113

TD/TNC 53.15
Moran, Terry.
Current developments in VET.
IN: Australian training review (25), Dec/Jan/Feb 1998, p. 22-23
Adelaide: NCVER, 1998.

This paper focuses on current developments in vocational education and training (VET) in Australia and offers some perspective on VET reforms. On January 1 1998 a number of new policy initiatives came into effect, including Training Packages, the Australian Recognition Framework (ARF), New Apprenticeships and User Choice. The new initiatives are intended to emphasise the development of a responsive national system of VET. The role of TAFE in VET is perceived as very important and the Australian National Training Authority (ANTA) is currently working on the National Strategy 1998-2003.

Keywords: Vocational education; Vocational training; Australian National Training Authority; ANTA; Government policy; Training package; Apprenticeship; Traineeship; Article; Periodical
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

114

TD/TNC 53.16
Waterhouse, Peter; Sefton, Robin.
Teachers at work: utilising professional teaching skills in industry settings.
IN: Australian journal of education Vol. 41,(3), November 1997, p. 262-275

As more teachers move into new areas such as enterprise-based workplace education, concerns have been expressed regarding the deprofessionalisation of their work. This article explores an approach to workplace education, within a manufacturing environment, which not only re-defines the work of teachers but also values the role of professional educators in advising industry personnel on matters relating to learning and assisting in the development of learning frameworks.

Keywords: Teacher; Industry; Workers education; Workplace education; Competence; Article; Periodical
ISSN: 0004-9441

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

115

TD/TNC 53.17
Dockery, A.M.; Koshy, Paul; Stromback, Thorsten; Ying, Wiwi.
Cost of training apprentices in Australian firms.
IN: Australian bulletin of labour Vol. 23,(4), December 1997, p. 255-274

This article investigates the net costs to employers of training apprentices. The authors give a brief background to Australia's apprenticeship system, review the relevant literature and give an outline of their methodology. Basing their analysis on 59 case studies of employers, the authors, after reporting the main results, move on to a discussion of other issues raised in the case study interviews, for example employers' perceptions of the cost of apprentice training and apprentice wages, in light of their findings. The final section of the paper provides a discussion of the possible implications of the study and offers the authors' conclusions.

Keywords: Apprentice; Trainee; Training; Cost; Employer; Case study; Article; Periodical
ISSN: 0311-6336

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

116

TD/TNC 53.18
Seddon, Terri.
Good thinking good practice: towards an institutional design for research in VET.
Good Thinking Good Practice: Research Perspectives on Learning and Work. 5th Annual International Conference on Post-compulsory Education and Training: Gold Coast, Queensland, 26-28 November 1997
Brisbane: Griffith University, 1997.

This paper is the revised

keynote address presented at the Good Thinking Good Practice: Research Perspectives on Learning and Work, 5th Annual International Conference on Post-compulsory Education and Training, Gold Coast, Queensland, 26-28 November 1997, and is not included in the bound volumes of conference papers (TD/TNC 52.08 to TD/TNC 52.12). In the paper the author reflects on the growing interest and activity in research in vocational education and training (VET), perceiving research as a process of producing useful knowledge which is widely and explicitly recognised as being of value to VET. But while research is being seen to be a good thing, its institutionalisation is still being questioned. Drawing on experiences in both academic and VET research, the author considers the character of good practice in research and the way it is being challenged in current contexts. The paper concludes with some suggestions about the way the institutional design for VET research might be fine-tuned in order to advance further the development of research and a research culture in VET.

Keywords: Vocational education; Vocational training; Research; Educational researcher; University

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

117

TD/TNC 53.19

Harris, Roger; Willis, Peter; Simons, Michele; Underwood, Fiona.

Learning the job: messages in on and off-the-job training.

Adelaide: NCVER, 1998. 210 p.

This study, funded by ANTA, is an interpretive examination of on and off-job sites as learning environments. Its approach sought to uncover constructs and explore meanings that apprentices, workplace mentors and TAFE teachers develop and place on their worlds, in particular on integrated training. The general aim of the research was to establish a picture of integrated training, and the specific aims were to: analyse the relative contributions of the workplace and provider environments to the learning of apprentices; explore how they might best complement each other for the benefit of apprentices; and identify the enabling factors and barriers to establishing integrated models of training. A general conclusion is that such learning journeys as apprenticeships/traineeships are essentially about relationships, trust, commitment and common goals. The report concludes with implications for training and learning theory, policy and practice, and research, and with a summary of the study's key findings and themes.

Keywords: Off-the-job training; On-the-job training; Learning; Workplace; Apprentice; Mentor; Integrated training; Training provider; TAFE teacher

ISBN: 0873974638

AVAILABLE FROM: Distribution Officer, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211.

118

TD/TNC 53.20

Australia. Dept of Employment, Education, Training and Youth Affairs. Higher Education Financing and Policy Review Committee. (DEETYA)

Learning for life: review of higher education financing and policy: final report.

Canberra: AGPS, 1998. 234 p.

This document, often referred to as the West Review or the West Report, is the final report of the Higher Education Financing and Policy Review Committee (Roderick West, Chair) which was appointed to review Australia's higher education system in order to develop a policy and financing framework to enable the sector to meet the nation's social and economic needs for the next two decades. While the focus of the report is on the traditional higher education sector, attention is paid to the need to ensure that the interfaces between the higher education sector and the vocational education and training (VET) sector were maintained. The importance of ease of movement between the higher education and VET sectors is emphasised and in the longer term, the Review Committee considers that the higher education and VET sectors should be seen as parts of a broader postsecondary education system.

Keywords: Higher education; Educational policy; Government policy; Financial policy; Social policy; Final report

ISBN: 0642237336

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

119

TD/TNC 53.21

Western Australia. State Training Board.

Case study of small training organisations on the road to QETO.

Perth: Western Australian Dept of Training, [1998]. 25 p.

The Western Australian Dept of Training and the State Training Board developed the Quality System for Vocational Education and Training. This booklet reports on a study conducted with the purpose of providing information and guidance, particularly to small training organisations, as to the best way to go about achieving quality endorsed training organisation (QETO) status. The case study focused on the approach taken by four small training organisations to achieve QETO status. The study served to highlight that the Quality System is inclusive in being relevant and accessible to both large and small, public and private training organisations, and that QETO is achievable, affordable and of benefit to small private training organisations.

Keywords: Case study; Quality Endorsed Training Organisation; QETO; Vocational education; Vocational training; Quality

AVAILABLE FROM: Western Australian Dept of Training, Level 2, 151 Royal Street, East Perth WA 6004. Ph: +61 8 9235 6182; Fax: +61 8 9235 6193.
Other sources: Also available from National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

120

TD/TNC 53.22
Australia. Dept of Immigration and Multicultural Affairs. (DIMA)
Population flows: immigration aspects.
Belconnen, ACT: Dept of Immigration and Multicultural Affairs, 1998. 79 p.

The purpose of this booklet is to provide accurate, accessible information on the characteristics of Australia's population, the composition of immigration programs and the details of movement of people into and out of the country.

Keywords: Population; Immigrant; Immigration; Labour market; Skill; Recognition of prior learning; RPL; Statistics

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

121

TD/TNC 53.23
Maglen, Leo; Hopkins, Sonny.
Overview of Australia's bilateral assistance to the development of technical and vocational education in the Asian and Pacific regions, and a preliminary analysis of the Indonesian country program.
[Melbourne]: Dept of Vocational Education and Training, [1997]. 10 p. (+ figures)
(Working paper, no. 4)

This paper was prepared for the International Conference of UNESCO-ACEID Educational Innovation for Sustainable Development, 1-4 December 1997, Bangkok Thailand. It gives an overview of Australia's vocational education and training assistance to South East Asia and the Pacific and makes a preliminary assessment of the largest ongoing program which is being undertaken in Indonesia. It brings together data collected from AusAID records and draws on the views of some of those who have participated in program delivery.

Keywords: Bilateral aid; Asia; Pacific region; Technical education; Vocational education; Educational development; Indonesia; Dept of Vocational Education and Training; DVET
ISSN: 1329-5837

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

122

TD/TNC 53.24
Frank, Lisa; Younger, Anne; Brearley, Laura; Lelah, Gillian.
CBT in action: longitudinal evaluation.
Melbourne: ANTA, 1996. x, 60 p.

The CBT In Action Scheme was a project of the National Staff Development Committe (NSDC) which reports to the Australian National Training Authority (ANTA). The project promoted the use of action learning to prepare vocational education and training (VET) trainers on-the-job for the implementation of competency based training. This document is an evaluation report on the project with the main purpose of determining the impact that the Scheme has had on participating organisations since the completion of their projects, finding that this impact on the practices of workers within the organisations to be significant.

Keywords: Competency based training; CBT; Vocational education; Vocational training; Trainer; Action learning; On-the-job training; Evaluation; Development; Competency; Staff development; Australian National Training Authority; National Staff Development Committee; NSDC
ISBN: 0642248915

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

123

TD/TNC 53.25
Malley, Jeff.
Entry-level training and the new apprenticeships: delivery and funding options.
Clayton, Vic: Centre for the Economics of Education, Monash University, 1997. 21 p.
(Working paper, no. 15)

This paper describes a number of emerging program delivery options for vocational education and training (VET) courses and packages which need to be considered if public funds for training are to be used more efficiently and effectively. The options considered are derived from present practice and projects at local and regional levels. The paper also attempts to illustrate a linking framework for apprenticeship and traineeship which recognises emerging practice and structures in a way which might be acceptable to industry, students and parents.

Keywords: Entry level training; New Apprenticeships; Training market; School; TAFE; Private training provider; Apprenticeship; Traineeship; Centre for the Economics of Education and Training; CEET; Australian Council for Educational Research; ACER

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

124

TD/TNC 53.26
Australian Student Traineeship Foundation. (ASTF)
In partnership for Australia.
Sydney: Australian Student Traineeship Foundation, 1997.
1 videocassette (8 min.)

This video cassette and brochure provide an introduction to the training program for workplace supervisors conducted by the Australian Student Traineeship Foundation (ASTF). It discusses the structure of the program and the expected outcomes.

This introductory pack contains a brochure and a video cassette (8 mins)

Keywords: Traineeship; Student; Workplace; Supervisor; Training programme; Video cassette; Australian Student Traineeship Foundation; ASTF

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

125

TD/TNC 53.27

Robinson, Chris; Thomson, Peter.(eds.)

Readings in Australian vocational education and training research.

Adelaide: NCVER, 1998. 428 p.

This publication has been designed to provide readers with a synthesis of a large number of contemporary vocational education and training (VET) research reports and papers that have been published in Australia in recent years, focusing on studies published in the 1990s. Each of the papers contains a literature review. The volume is intended for policy-makers, teachers, trainers, researchers and students with an interest in VET. Papers in the volume are: *'An overview of the research and evaluation effort in vocational education and training.'* - Chris Robinson and Peter Thomson; *'Learning in the workplace.'* - Paul Hager; *'Returns to enterprises from investment in vocational education and training.'* - Stephen Billett and Maureen Cooper; *'Vocational education and training and small business.'* - Jennifer Gibb; *'Training markets.'* - Damon Anderson; *'Entry-level training.'* - David Lundberg; *'Vocational education in schools.'* - Robin Ryan; *'Public and private training provision.'* - Kate Barnett; *'Flexible delivery of training.'* - Peter Kearns; *'Assessor training programs.'* - Russell Docking; *'Quality assurance in vocational education and training.'* - Paul Hager; *'Evaluation of vocational educational and training.'* - Rod McDonald and Geoff Hayton; *'The impact of research on vocational education and training decision-making.'* - Chris Selby Smith.

Keywords: Vocational education; Vocational training; Research; Literature survey; Workplace education; Training market; School; Entry level training; Evaluation; Decision making; National Centre for Vocational Education Research; NCVER; National Research and Evaluation Committee; NREC; Australian National Training Authority; ANTA

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

126

TD/TNC 53.28

Transport and Distribution Training Australia.

Information kit: creating a more responsive and dynamic workforce.

West Melbourne, Vic: Transport and Distribution Training Australia, 1998. (various pagings)

This Transport and Distribution Training Australia (TDT Australia) information kit contains a number of different resources. An information booklet contains very brief information on: training packages; competency standards; assessment guidelines; the Australian Qualifications Framework (AQF); benefits; flexibility; portability and user choice. There is another booklet entitled 'New Apprenticeships can work for you: a guide for employers in the transport and distribution industry', which offers the key features of a new approach to training using National Training Packages. The kit also contains single page brochures giving an overview of TDT Australia; a brief discussion of training packages and competency standards with an example of a competency standard; a glossary of terms; a wall poster; and an order form.

Keywords: Transport; Distribution; Training; Information material; Training package

AVAILABLE FROM: Transport and Distribution Training Australia, Level 1, 351 William Street, West Melbourne Vic 3003. Ph: +613 9320 4242; Fax: +613 9320 4243; Email: tdtaust@tdtaust.com.au.

Other sources: Also available from National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

127

TD/TNC 53.29

Stromback, Thorsten; Dockery, Michael; Ying, Wiwi.

Labour market programs and labour market outcomes.

Perth: Centre for Labour Market Research, Curtin University of Technology, 1998. 34 p.

(CLMR discussion paper series, 98/1)

This paper uses data from the first wave of the Survey of Employment and Unemployment Patterns to estimate the effect of labour market programs on labour market outcomes. Several indicators of outcomes are used: labour force participation; employment; and earnings. The findings are compared with the information from DEETYA post program monitoring system. A fair degree of correspondence is found but our results suggest that employment training programs have a larger effect on outcomes than indicated by the post program monitoring data.

Keywords: Labour market; Employment; Unemployment; Survey; Labour force participation; Training programme; Curtin University of Technology; Centre for Labour Market Research; CLMR

ISSN: 1329-2676

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

128

TD/TNC 53.30

Stromback, Thorsten; Dockery, Michael; Ying, Wiwi.

Transitions in the labour market: evidence from the survey of employment and unemployment patterns.

Perth: Centre for Labour Market Research, Curtin University of Technology, 1998. 20 p.

(CLMR discussion paper series, 98/2)

This paper investigates factors associated with changes to people's labour market status over the 12 month period September 1994 to September 1995. Overall, 28 percent of people looking for work at the beginning of the period were working by September 1995 and 21 per cent of working people became 'lookers'. Regression analysis found that the transition from looking to working was associated with: age - prime age people were more likely to become workers; disability -the disabled were less likely to be working; labour market history - years of previous work experience was positively associated with the chance of working; trade unions membership - members were more likely to be working; and household - people with a spouse working full time were more likely to have gained a job. There is some evidence that the transition out of looking and into working was affected more by individual heterogeneity than state dependence.

Keywords: Labour market; Employment; Unemployment; Survey; Employment pattern; Curtin University of Technology; Centre for Labour Market Research; CLMR
ISSN: 1329-2676

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

129

TD/TNC 53.31
Lewis, Philip E.T.; Koshy, Paul.

Youth employment, unemployment and school participation.

Perth: Centre for Labour Market Research, Curtin University of Technology, 1998. 30 p.
(CLMR discussion paper series, 98/3)

This paper identifies and examines the trends in teenage labour force and school participation in Australia over the past 25 years. It covers a broad range of associated issues such as school retention, youth employment and apprenticeships. The aim here is to determine the important movements in young peoples' participation in post-compulsory education and the labour force and the changing interaction between the two in recent decades. To this end a model of secondary education participation is developed. The results from this work indicate that declining full time employment and increasing income support for students have been the most important determinants of school participation in Australia over the last 25 years.

Keywords: Youth; Employment; Unemployment; School; Participation; Labour force participation; Apprenticeship; Curtin University of Technology; Centre for Labour Market Research; CLMR
ISSN: 1329-2676

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

130

TD/TNC 53.32
Stromback, Thorsten; Dockery, A.M.

Job compact mark II?

Perth: Centre for Labour Market Research, Curtin University of Technology, 1998. 14 p.
(CLMR discussion paper series, 98/4)

The Committee on Employment Opportunities, appointed in 1993, released a report, the Green Paper 'Restoring full employment' (TD/TNC 37.29), with the proposed 'Job Compact' as its centrepiece which was to set the scene for labour market assistance during the following two years. This paper charts the development of labour market assistance since the time of the Green Paper, particularly in view of the change of government, and argues that the Job compact has actually survived, albeit in a disguised form as a 1994 White Paper entitled 'Working Nation' (summary - TD/TNC 37.41; full report -TD/TNC 37.42).

Keywords: Curtin University of Technology; Centre for Labour Market Research; CLMR
ISSN: 1329-2676

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

131

TD/TNC 53.33
New South Wales. Vocational Education and Assessment Centre. (VEAC)

Designing workplace assessment tools: a self directed learning program.

Chatswood, NSW: Vocational Education and Assessment Centre, 1997. 96 p.

This training program is designed to extend the understanding and skills of participants in workplace assessment design and to facilitate the design of quality assessment tools. The program is described step-by-step, with explanations, exercises and further readings for each section. Included is a section containing samples of assessment tools.

Keywords: Workplace; Assessment; Tool; Vocational education; Training programme

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

132

TD/TNC 53.34
Robinson, Chris; Hayman, Sarah.

Enhancing partnerships in TVET information networking in the Asia-Pacific region.

Adelaide: NCVER, 1998. 34 p.

This paper was presented at the UNESCO-UNEVOC international conference entitled 'Vocational education in the Asia-Pacific region', Adelaide Institute of TAFE, South Australia, 25-27 March 1998.

Disseminating information about technical and vocational education and training (TVET) research in a form which is useful to stakeholders is a crucially important sequel to the actual undertaking of the research itself. Research findings must be available to all stakeholders so that effective decisions can be made to bring about improvements to the system. This concern underpinned the approach taken by the National Centre for Vocational Education Research (NCVER) when developing Australia's 'National research and evaluation strategy for vocational education and training in Australia 1997-2000' (TD/TNC 50.50).

The National Vocational Education and Training Clearinghouse, managed by NCVER, and its product the 'VOCED research database', are key elements of NCVER's dissemination effort. The clearinghouse has existed for many years as a co-operative information dissemination network for Australia and the Asia Pacific region. Its effectiveness has been a result of networking between partners in Australia and throughout the region. It is vital in times of scarce resources that countries in our region share their experiences and knowledge in order to prevent duplication of effort and therefore make the most efficient and effective use of research funds. NCVER is attempting to build a 'web of linkages' through its approach to dissemination, in its management of the clearinghouse and VOCED database, and in its international involvement with other organisations and networks in the region.

VOCED offers a mechanism for sharing research results throughout the region. It now uses electronic communication technology to make that information networking much simpler, quicker and cheaper. NCVER is developing a number of strategies both within Australia and within the Asia Pacific region to increase the coverage of the database as well as access to it, and thus make it a true regional resource and essential research tool in this field.

Keywords: Vocational education; Technical education; TVET; Asia; Pacific region; Information network
ISBN: 0873974654

AVAILABLE FROM: Distribution Officer, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211. Free of charge.

133

TD/TNC 53.35
Beckett, David.
Boundaryless behavior is our number one value: re-mapping values across the terrain of productive knowledge.
[Melbourne]: DVET, 8 p.
(Working paper, no. 3)

This paper was prepared for the seminar: 'Knowledge productivity: concepts and issues' conducted at Leiden University, Netherlands, November 21-22 1997. In it, the author first sets out to map the terrain of productive knowledge, so the boundaries, such as they are, are more apparent. Secondly, taking up the notion of a 'quality idea' the author analyses what seems to be currently regarded as valuable (or 'value-laden') about productive knowledge in workplace settings.

Keywords: Knowledge level; Value system; Quality; Workplace
ISSN: 1329-5837

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

134

TD/TNC 53.36
Maglen, Leo; Lee, Kar-Tin.
Transfer of traditional education and training programs to online learning opportunities.
[Melbourne]: DVET, 1997. 6 p.
(Working paper, no. 5)

This paper was prepared for the 'Online Conference: Net*working '97: shaping the online learning environment', conducted by the Office of Training and Further Education (OTFE) Victoria, on behalf of the Australian National Training Authority (ANTA), November 1997. The authors contend that there is a growing realisation that the digital revolution is bringing about a convergence in education and training - the flexible delivery of education and training and the internationalisation of education and training. The Dept of Vocational Education and Training (DVET) of Melbourne University is now confronting the issues involved in establishing new ways of teaching and learning, the authors suggesting that if DVET can make the fundamental changes necessary then it can reap the benefits the digital revolution makes possible.

Keywords: Educational programme; Training programme; Teaching; Learning; Computer assisted instruction; Network; Transmission system; Information technology
ISSN: 1329-5837

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.
Other sources: Access to this paper and other material may be gained from the public Web site: http// www.nw97.edu.au

135

TD/TNC 53.37
Cheshire, Carol. (Ed.)
Australian training review no 26, March/April/May 1998.
Adelaide: NCVER, 1998. 36 p.

This quarterly journal is produced for industry trainers, business managers, and TAFE personnel. There are two special feature sections in this issue. The first reviews ANTA's 1997 Australian Training Provider of the Year award which went to Regency Institute of TAFE. The second special feature examines the prospects for vocational education and training (VET) in a world context. There is also a 4-page supplement that looks at how to find government help with employment, vocational education and training. Individual entries for some of the papers are from TD/TNC 53.38 to TD/TNC 53.47.

Keywords: Vocational education; Training; National Centre for Vocational Education Research; NCVER; Periodical
ISSN: 1037-3292

AVAILABLE FROM: Orders Dept, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211. Subscription: 4 issues for $20.00 ($32.00 overseas)
Other sources: TAFE and other training institutions may hold this periodical.

136

TD/TNC 53.38
Robinson, Chris.

Apprentices and trainees reach record levels.

IN: Australian training review (26), March/April/May 1998, p. 2
Adelaide: NCVER, 1998.

In this editorial the author comments on recently released figures which show that the number of apprentices and trainees in Australia reached record levels in 1997. It is noted that the shift into traineeships is consistent with changes in the labour market, where employment growth has occurred in those areas where traineeships have predominated.

Keywords: Apprentice; Trainee; Labour market; Employment
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical

137

TD/TNC 53.39
Sweet, Richard.

Throwing light on the shadows.

IN: Australian training review (26), March/April/May 1998, p. 3-4
Adelaide: NCVER, 1998.

Twelve months ago the Dusseldorp Skills Forum sought the cooperation of seven of Australia's leading research organisations in a quest to uncover as much as could be found about the learning and working circumstances of 15 to 19-year-olds. A complete set of research papers, comments and analysis is contained in the report which is due for release soon. In the meantime this paper gives the background to this process and comments on the emerging story.

Keywords: Youth; Unemployment; Work; Learning; Research; Research report
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical

138

TD/TNC 53.40
Coman, Peter.

Do you really use your computer properly?

IN: Australian training review (26), March/April/May 1998, p. 10
Adelaide: NCVER, 1998.

In this brief paper the notion that Australian computer users are wasting millions of dollars on under-used hardware and software is discussed.

Keywords: Computer; Cost effective
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical

139

TD/TNC 53.41
Smith, Peter J.

Training in a different Asia.

IN: Australian training review (26), March/April/May 1998, p. 11-13
Adelaide: NCVER, 1998.

What do the financial, economic, political, social and cultural complexities of the economic events of the past few months in Asia mean to the training business in Australia? This paper provides an overview of this question and offers some recommended future strategies.

Keywords: Training; Asia; Economic conditions
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical

140

TD/TNC 53.42
Strickland, Andrew.

In league with innovation.

IN: Australian training review (26), March/April/May 1998, p. 14-15
Adelaide: NCVER, 1998.

This paper reports on a visit by the author to the League for Innovation in the Community College in the United States in 1997. The author gives an overview of the background to and the work of the League, and gives the address of the League's website for further information.

Keywords: United States; League for Innovation in the Community College; Report
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical

141

TD/TNC 53.43
Marquardt, Michael; Kearns, Peter.

Putting the 'E' back into VET.

IN: Australian training review (26), March/April/May 1998, p. 16-18
Adelaide: NCVER, 1998.

There has been, over the last decade of training reform, a tension between the training component of vocational education and training (VET) and the educational component. This paper points out that in the approach to the 21st century, this unresolved tension must be addressed, contending that there are compelling grounds for questioning the adequacy of the dominant training paradigm. Implications for VET policy and practice are discussed, and key aspects for further consideration are offered.

Keywords: Vocational education; Vocational training; Competency based training; Training market; Training policy
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training

Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical

142

TD/TNC 53.44
Peoples, Kevin.
Talking to Kevin Peoples.
IN: Australian training review (26), March/April/May 1998, p. 19-22
Adelaide: NCVER, 1998.

Kevin Peoples is retiring as federal TAFE president of the Australian Education Union. In this paper he reviews his distinguished career, discusses his future plans, and offers his successors some challenges for the future.

Keywords: TAFE; NCVER; Australian Education Union; AEU
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical

143

TD/TNC 53.45
Anderson, Damon.
Right sizing TAFE institutes.
IN: Australian training review (26), March/April/May 1998, p. 22-24
Adelaide: NCVER, 1998.

In this paper the author contends that, faced with the growing prospect of mergers, TAFE institutes are debating the question of size - whether large, multi-purpose TAFE institutes are preferable to small sharply focused TAFE institutes. The background to this issue and research surrounding it are outlined, concluding that more research is needed to provide a sufficient basis for decision making about amalgamations in vocational education and training (VET).

Keywords: TAFE; Institutional role; Institutional research; Postcompulsory education
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical

144

TD/TNC 53.46
Kennett, Barry.
Skills shortage in Northern Australia.
IN: Australian training review (26), March/April/May 1998, p. 25-26
Adelaide: NCVER, 1998.

Employers in Northern Australia have been raising concerns for some time now about the lack of skilled people to fill vacancies across a range of occupations. This paper reports on a project which aimed to develop a co-ordinated response to the skills shortages faced by employers in North and far North Queensland, the Northern Territory and North Western Australia. The paper then summarises a range of recommendations summarised in the report.

Keywords: Skill shortage; Employer; Skill development
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical

145

TD/TNC 53.47
Kimball, Duncan.
Websites, brown paper, lipstick and knowhow.
IN: Australian training review (26), March/April/May 1998, p. 27-29
Adelaide: NCVER, 1998.

This paper presents a particular website, the Learning Gateway, which has been developed by TAFE NSW in conjunction with website development company Harvestroad as a virtual library covering over 600 industry areas. The website leads a user from finding out about a career and training in the chosen career, through to getting a job. Plans for the future of the website include the exploration of the production of a CD-ROM product, and the provision of consultancy services to other organisations, NSW TAFE colleges and specialist units developing online courses and learning materials.

Keywords: World Wide Web; Internet; Information; Computer assisted teaching; Information technology; Online learning
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical

146

TD/TNC 53.48
Blunden, Ralph.
Mind dependency of vocational skills.
[Melbourne]: DVET, [1997]. [21] p.
(Reprint, no. 5)

This paper was originally published in 'Journal of vocational education and training' (48)2, 1996, p. 167-188. In it, attention is drawn to the political, moral and social importance attached to the concept of skills. It is argued that the concept of skills is not univocal, but that they are mind-dependent in ways crucial to teaching practice. It is suggested that Australian Federal Government policy requires emendation in the light of obscurities in the concept of skills. A number of theories of learning also are examined to suggest that skills acquisition is complex and cyclic, rather than linear and modular as in behaviourist orientated competency based training approaches. Some ethical implications of certain approaches to vocational education and training are identified. The paper primarily is concerned with the acquisition of vocational skills (such as in the industrial trades) and professional skills (such as in teaching) but has implications for education and training in many fields.

Keywords: Vocational education; Vocational training; Skill; Teaching; Government policy; Skill analysis; Competency based training
ISSN: 1329-5845

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

147

TD/TNC 53.49
Australian Chamber of Commerce and Industry. (ACCI)
Northern Australia skills shortages report 1997.
[S.l.]: Australian Chamber of Commerce and Industry, 1997. 102 p.

The Australian Chamber of Commerce and Industry, in consultation with the Chamber of Commerce and Industry Western Australia, the Northern Territory Chamber of Commerce and Industry, and the Queensland Chamber of Commerce and Industry conducted a project aimed at developing a co-ordinated strategy in response to the skill shortages faced by employers in Northern Australia (in broad terms identified as the part of Australia above the Tropic of Capricorn). This final report provides a summary of the vast amount of data and opinions that were gathered over the period of a year. It raises issues such as the evidence that a major factor impacting on skills shortages in the North is the population base of the region. A series of realistic recommendations that now need to be taken on by key organisations is outlined.

Keywords: Skill shortage; Northern Australia; Data collecting; Data analysis; Industry; Mining; Small business; Public administration; Population; Labour shortage

AVAILABLE FROM: Further information about this document may be accessed from the Australian Chamber of Commerce and Industry Web site at: http://www3.abol.net/acci/

148

TD/TNC 53.50
Construction Industry Training Board.
Industry training plan 1999-2001.
[Adelaide]: Construction Industry Training Board, [1998]. 97 p.

The primary purpose of this document is to inform planning for publicly funded vocational education and training in the South Australian building and construction industry. Major developments since the previous plan are discussed including the current process of developing training packages and there is a list of recommendations.

Keywords: Buildings; Construction industry; Training programme; Fund; Policy formation; Decision making

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

149

TD/TNC 53.51
Gray, Mike (Ed.)
Tauondi: a record of the Aboriginal Community College's first 20 years.
Adelaide: Aboriginal Community College, 1993. 96 p.

This publication looks back over the first 20 years of the Aboriginal Community College in South Australia. It reviews the origins of the college, and analyses the first 20 years from the perspectives of change, crises and commitment. There is a year by year chronology of students, staff and managment committees and a record of events, followed by an outline of the programmes and their development, a look at college premises, and finally a discussion of future directions.

Keywords: Aboriginal education; Aboriginal community; Aboriginal student.
ISBN: 0958963940

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Inter library loan.

150

TD/TNC 53.52
Harper, Graeme.
Competency-based training in Australia: an implementation failure or partial and unexpected success by default? (Beaut! It's British so there's no need to read the handbook).
Hawthorn, Vic: DVET, 1997. 12 p.
(Working paper, no.6)

This document was originally an Invited Paper prepared for the Second International Conference of the Journal of Vocational Education and Training, Policy and Practice in Vocational Education and Training, University of Huddersfield, UK, 16-18 July 1997, and is reprinted here as part of the DVET, University of Melbourne Working Paper series. It is a summary of doctoral research on the implementation of competency based training (CBT) in Australia. A longitudinal study was carried out in eight sites which were understood to be implementing CBT in an exemplary way. As a result, it is believed that the true effects of this federally sponsored change in Australian vocational education can be gauged.

Keywords: Competency based training; CBT; Research; Conference paper

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Inter library loan.

151

TD/TNC 53.53
Cheshire, Carol. (Ed.)
Australian Training Review no 27, June/July/August 1998.
Adelaide: NCVER, 1998.

This quarterly journal is produced for industry trainers, business managers, and TAFE personnel. In this issue there are two special feature sections: the first focusing on New Apprenticeships and the second offering an information technology update. Individual papers may be found from TD/TNC 53.54 to TD/TNC 53.61.

Keywords: Vocational education; Training; National Centre for Vocational Education Research; NCVER; Periodical.
ISSN: 1037-3292

AVAILABLE FROM: Orders Dept, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211. Subscription: 4 issues for $20.00 ($32.00 overseas)

152

TD/TNC 53.54
Edwardes, Cheryl; Figgis, Jane.
Little more special than most.
IN: Australian Training Review (27) June/July/August 1998, p.4-5.
Adelaide: NCVER, 1998.

In this paper Jane Figgis talks about training with Cheryl Edwardes, Western Australian State Minister for Employment and Training. In the view of the Minister, Western Australia has some unique problems such as the huge distances between the capital, Perth, and small rural and regional communities, so that the provision of high quality, equitable training requires novel solutions. Recent government initiatives are discussed and comment is made on future directions.

Keywords: Vocational education; Training; Training policy; Government policy.
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.
Other sources: TAFE and other institution libraries may hold this periodical.

153

TD/TNC 53.55
Robinson, Chris.
Learning for life.
IN: Australian Training Review (27) June/July/August 1998, p. 2.
Adelaide: NCVER, 1998.

This editorial contends that the long-awaited West report 'Learning for Life' is a disappointing document from the view of contributing to a fresh vision for vocational education and training into the 21st century.

Keywords: Vocational education; Vocational training; West Review; Lifelong learning; Article.
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

154

TD/TNC 53.56
Jarvis, John.
4 paths for printing.
IN: Australian Training Review (27) June/July/August 1998, p.10.
Adelaide: NCVER, 1998.

This paper looks at what New Apprenticeships means for the printing and graphic arts industry, concluding that New Apprenticeships have opened up training and skill recognition opportunities that were previously denied to a large proportion of the workforce.

Keywords: New Apprenticeships; Apprenticeship; Traineeship; Graphic art; Printing industry; Article
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

155

TD/TNC 53.57
Ellison, Chris.
New Apprenticeships centres helping young people and employers.
IN: Australian Training Review (27) June/July/August 1998, p. 11-13.
Adelaide: NCVER, 1998.

In this paper Chris Ellison, Federal Minister for Schools and Vocational Education and Training, discusses the role of New Apprenticeships Centres (NAC) in making it easier for business to take on a New Apprentice. NACs are an important element of New Apprenticeships, helping to cut red tape and providing a one-stop, integrated service to employers, apprentices and trainees. A list of New Apprenticeships Centres and the national NAC contact hotline are given.

Keywords: New Apprenticeships; Apprentice; Trainee; Youth; Employer, Article.
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

156

TD/TNC 53.58
Axarlis, Stella; Cheshire, Carol.
It's really all about giving options.
IN: Australian Training Review (27) June/July/August 1998, p. 14-15.
Adelaide: NCVER, 1998.

In this article Stella Axarlis AM talks to Carol Cheshire about what the New Apprenticeships can do for industry, concluding that New Apprenticeships are a response to the requirements of industry for the future, the key to their value being their flexibility.

Keywords: New Apprenticeships; Apprenticeship; Traineeship; Industry; Article.
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

157

TD/TNC 53.59
Masters, Wendi.
User choice in the Northern Territory.
IN: Australian Training Review (27) June/July/August 1998, p. 6-7.
Adelaide: NCVER, 1998.

The Northern Territory Employment and Training Authority (NTETA) is responsible for implementing and administering user choice in the Northern Territory (NT). The NT approach has been specifically designed to make user choice easy for people to understand, administer and use. This paper discusses the particular way user choice operates in NT, and examines the new policy guidelines for the funding of apprenticeship and traineeship training under user choice.

Keywords: Training; Off-the-job training; Industry; Apprentice; Trainee; Employer
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

158

TD/TNC 53.60
Harris, Lea-ann.
VET online.
IN: Australian Training Review (27) June/July/August 1998, p. 22-23.
Adelaide: NCVER, 1998.

This article provides a list of vocational education and training (VET) web sites that the author has found particularly useful for her VET information needs. Many of these web sites are listed on the 'Selected VET Sites' page of the National Centre for Vocational Education Research web site at http://www.ncver.edu.au/links.htm - these links were operational on 1.6.98. Both national and international web sites are included.

Keywords: Vocational education; Vocational training; World Wide Web; National Centre for Vocational Education Research; NCVER.
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

159

TD/TNC 53.61
Moran, Terry.
Bridge to the future: Australia's national strategy for vocational education and training 1998-2003.
IN: Australian Training Review (27) June/July/August 1998, p. 24-25.
Adelaide: NCVER, 1998.

In this paper the new national strategy 'A Bridge to the Future: Australia's National Strategy for Vocational Education and Training 1998-2003' is reviewed briefly. This new strategy is the national VET sector's response to the major economic, industrial and social forces for change which are transforming Australian life, and the author believes that it expresses the collective commitment to the future of VET by Australian governments in partnership with Australian industry, and will be used to guide VET in Australia into the new millennium.

Keywords: Vocational education; Training; Strategic planning; Social change; Technological change; Employment; Unemployment
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

160

TD/TNC 53.62
Beckett, David.
Critical judgement and professional practice.
Hawthorn, Vic: University of Melbourne, Dept of Vocational Education and Training, [1998?]. 15 p.
(Reprint, no. 3)

This paper was originally published in 'Educational theory', volume 46, number 2, Spring 1996, p. 135-149, and has been reproduced as part of the reprint series of the Dept of Vocational Education and Training (DVET) of the University of Melbourne. The paper seeks to make sense of those processes and acts of judgement endemic to professional work, such as that of teachers, nurses, physicians, surgeons, engineers, lawyers and the like. The author starts with the assumption that one of the central distinguishing features of a professional's work is the expectation of discretionary judgements. The requirement for these substantial judgements contributes powerfully to epistemological claims about workplace learning currently generating considerable explicit attention in policymaking and provision in nonschool settings as well as schools and teaching. Mentoring, appraisal, personal development and structural innovations such as Total Quality Management and the Learning Organisation make the pedagogical point that adult work experiences are educationally significant. This essay homes in on the phenomenological assumptions required of such pedagogy.

Keywords: Workplace education; Teaching; Decision making; Pedagogics; Adult learning; Professional knowledge; Professional worker

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

161

TD/TNC 53.63
Fooks, Des.
Training titbits: a pot pourri of items of interest to do with vocational education and training.
Unpublished: 1998. 3 p.

This paper is a collection of smaller pieces of commentary on the world of vocational education and training. It looks at the launch of DEETYA's new corporate plan followed by the profile of the new Federal Education Minister Chris Ellison in NCVER's 'Australian training review' (no. 25, Dec/Jan/Feb 1998, p. 8-10, TD/TNC 53.10). Other topics commented on are: Victorian Training Minister Phil Honeywood's decision to put three Melbourne TAFE institutes into universities; a response to comment on two pieces by the author in the 'Campus review' in 1997; and finally an analysis of ANTA's new Key Performance Measure.

Keywords: Dept of Employment, Education, Training and Youth Affairs; DEETYA; National Centre for Vocational Education Research; NCVER; Vocational education; Training; Australian National Training Authority; ANTA; Key Performance Measure; KPM

AVAILABLE FROM: National Vocational Education & Training

Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

162

TD/TNC 53.64
Fooks, Des.
Rampant megalomania.
Unpublished: 1998. 3 p.

In this paper the author comments on the Key Performance Measures developed by ANTA's Performance Review Committee.

Keywords: Australian National Training Authority; ANTA; ANTA Performance Review Committee; Key Performance Measure; KPM

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

163

TD/TNC 53.65
Fooks, Des.
Senate scrutiny of VET.
Unpublished: 1998. 3 p.

In this paper the author reports on the most recent meeting of the Senate Employment, Education and Training Estimates Committee, commenting in particular on the lack of any robust measure of output from the vocational education and training (VET) system.

Keywords: Senate Employment, Education and Training Estimates Committee; Employment service; Labour market; Entry level training; Apprentice; TAFE

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

164

TD/TNC 53.66
Fooks, Des.
Westward ho or westward hum?
Unpublished: 1998. 3 p.

In this paper the author is commenting on aspects of the document known as the West report, or West review, contending that the West Review Committee has failed to argue convincingly that TAFE should be comprehended in its proposals for student centred funding for universities.

Keywords: West Review Committee; TAFE; University

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

165

TD/TNC 53.67
Harford, Maddy.
Factors affecting learning in the workplace.
[Melbourne]: [1997]. 133 p.

This document is the report arising from an ANTA funded project on factors affecting learning in the workplace. Learning, by organisations, businesses and individuals, is increasingly important as a tool which can be used to grapple with the emerging complexities of such phenomena as internationalisation of markets, globalisation of national economies, technological revolution and industry restructuring. This study investigates the perceptions and experiences of employees in eight enterprises and identifies factors affecting learning in the workplace.

Keywords: Business organisation; Learning; Workplace education; Technological change; Employee; Skill

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

166

TD/TNC 53.68
Walker, Kim.
Student trainee project.
[NSW]: Barclay Mowlem Construction, [1998]. 21 p.

This report details an evaluation of a student trainee project which was designed by Barclay Mowlem in conjunction with participating schools and the then NSW Dept of School Education. The aim of the project was to develop the skills of potential workers in the building and construction industry.

Keywords: Student; Trainee; Worker; Buildings; Construction industry

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

167

TD/TNC 53.69
Lamb, Stephen; Long, Mike; Malley, Jeff.
Vocational education and training in Australia: an analysis of participation and outcomes using longitudinal survey data: final report.
[Camberwell, Vic]: Australian Council for Educational Research, 1998. 114 p.

This report documents research undertaken on patterns of access, participation and outcomes in relation to vocational education and training in Australia. Major gains have been made over the past decade in the numbers of young people participating in school-based and post-school vocational education and training. It is important therefore to examine whether the growth in participation has been evenly spread, whether it has helped to improve the labour market outcomes for participants and whether the gains have enhanced transitions from school to work. Data to address these issues were derived from major longitudinal surveys (the Australian youth survey, the Australian longitudinal survey and Youth in transition), and young Australians were interviewed annually on their school experiences, post-school education and training participation and work activities. Key findings are given.

Keywords: Vocational education; Vocational training; Participation; Access to education; Outcome of education;

School; Postcompulsory education; Labour market; Transition from school to work

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

168

TD/TNC 53.70

Lukin, Annabelle.

Effective communication and training: a guide for workplace trainers in the Australian coal industry.

Surrey Hills, NSW: NSW Adult Migrant English Service, 1998. 51 p.

This guide, the product of a project funded by the Australian National Training Authority (ANTA) and the National Centre for Vocational Education Research (NCVER), is about how and why language, literacy and numeracy should be integrated into workplace training in the coal industry. It presents a range of strategies which can assist in improving operator and general communication skills, and has been written for workplace trainers in the coal industry; managers and supervisors; training providers and consultants; language, literacy and numeracy teachers.

Keywords: Migrant; Migrant education; English; Non English speaking; Communication; Training; Language; Literacy; Numeracy; New South Wales. Adult Migrant English Service; NSW AMES; ANTA funded project

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

169

TD/TNC 53.71

Crump, Stephen; Connell, Bob; Seddon, Terri; Currey, Christine; Anderson, Tony.

Learning needs, disadvantage and student diversity in vocational education in TAFE.

[Sydney]: [University of Sydney], 1997. 100 p.

This is the report of a project funded by ANTA that had the broad rationale of examining four contrasted vocational education and training areas in TAFE NSW and two areas in the Victorian TAFE system which have differing relationships to socio-economic status. It was decided also to examine teaching and learning in TAFE classroom based courses for the four vocational training areas. The results indicate a student body of considerable diversity and educational difference/disadvantage, and attempts to give an understanding of the learning preferences of these students, highlighting the central role of vocational teachers and the work they do in accommodating curriculum to their learning needs.

Keywords: Learning; Student; Disadvantaged; Vocational education; TAFE; Socioeconomic background

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

170

TD/TNC 53.72

Ho, Karen; Ho, Jackie.

Recipe for success in bridging training: the Stara College child care assessment and bridging project.

[Mt Hawthorn, WA]: Ethnic Child Care Resource Unit, 1997. 24 p.

This report describes an innovative and successful training program, commencing in 1996, which offers participants the opportunity to gain a formal qualification in child care through an assessment of prior learning and specially tailored bridging training. The participants are migrants with relevant qualifications and experience gained overseas and in Australia. The documentation of this project was funded by NCVER in order that the success of the program could be examined to identify the factors leading to success. This report documents the strategies and philosophies that were employed by the training provider, Stara Training, uses case studies to illustrate the impact on the participants, and the perspectives of other key participants in the project: assessors, trainers, other industry stakeholders and migrant communities, complete the picture.

Keywords: Child care; Child care worker; Training programme; Recognition of prior learning; RPL; Qualifications; Bridging training; Trainer; Migrant; Community; NCVER

ISBN: 0646347578

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

171

TD/TNC 53.73

McLennan, Jim; Omodei, Mary; Rich, Denis.

Using a head-mounted video camera system and two-stage de-briefing procedure: a new approach to advanced skills training in industry: final report.

[Hawthorn, Vic]: [Swinburne University of Technology], 1997. (various pagings)

This document is the final report of a project funded by ANTARAC. It looked at using a head-mounted video camera system and two-stage de-briefing procedure to facilitate advanced skills training. Building on collaborative work between Swinburne University of Technology, La Trobe University and Melbourne Metropolitan Fire Brigade Training College this project aimed to develop for the video hardware system a relatively inexpensive system of transmitting the image to a recorder some distance from the scene of operations. The main benefit of the research is the availability to industry of a procedure for training individuals in complex skills which are able to be used effectively in workplace settings as distinct from the classroom. The procedure enables trainers to focus directly on skill acquisition in operational settings so that the skills acquired are relevant and robust.

Keywords: Skill; Training; Video recording; Workplace education; Classroom; Decision making

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

172

TD/TNC 53.74
Telstra Learning.

Diploma in adult education: a jointly developed corporate education initiative.

[Melbourne]: [Telstra Learning], [1997]. 27 p.

The Diploma in Adult Education has been in operation within Telstra Learning since 1992, and is the result of a joint venture between Telstra Learning, Sydney University of Technology, and Deakin University, Geelong. This is the report of a research project commissioned to identify how the program had operated with a view to providing useful information for others who might build programs of a similar kind. The report suggests some solutions to problems that arise in conducting a program of this nature in a big corporation.

Keywords: Qualifications; Diploma course; Adult education; Workplace education

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

173

TD/TNC 53.75
Baxter, Paul; Lyndon, Harry; Dole, Shelley; Cooper, Tom; Battistutta, Diana; Blakeley, John.

Skill correction and accelerated learning in the workplace: an experimental field trial of the Conceptual Mediation Program and Old Way/New Way.

Adelaide: Dept for Education and Children's Services, 1997. 28 p.

This is the research report of a project which addressed an issue of national concern in skills training in the workplace, namely the rapid and permanent eradication of persistent errors and bad habits in the learning of manual skills, a problem not only evident in workplace learning but also highly prevalent in off-the-job learning. The project constituted an experimental comparison of the relative effectiveness of skill correction using the Conceptual Mediation Program (CMP) and its primary component Old Way/New Way (O/N), to that obtained by conventional error correction methods. Skill correction and development using CMP was faster and gave much better transfer of learning to real work situations. The CMP may appear at first glance to be a simple technique, however qualitative data indicate the complicated issues involved in using and understanding the CMP. The key issues are highlighted in the report. A training manual and accompanying video cassette were also developed from this project and are available from accredited CMP trainers Paul Baxter (Vocational Education and Training Directorate, Locked Mail Bag 2234 GPO Brisbane 4001; ph: +61 7 3247 5292; fax: +61 7 3247 5215; email: baxterepzemail.com.au) and Harry Lyndon (Dept of Education, Training and Employment, Level 4, Noarlunga House, Noarlunga Centre SA 5097; ph: +61 8 8207 3771; email: lyndonehzemail.com.au) only as part of a 2 day training workshop. Interested persons seeking further information about CMP training should contact these CMP trainers.

Keywords: Workplace education; Off-the-job training; Skill; Manual worker; Conceptual Mediation Program; CMP; ANTARAC funded project

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

174

TD/TNC 53.76
Francis, David.

Mapping exemplary courses under AQF to establish notional duration statements: a report.

Carlton South, Vic: Australian Qualifications Framework Advisory Board, 1996. 52 p.

This document is the final report of a project with the objective of producing notional duration statements for courses leading to each qualification under the Australian Qualifications Framework, for the purpose of assisting the accreditation process. The notional duration statements are to be based on the various estimates by accreditation authorities of the duration of a representative national sampling of AQF accredited courses across the sectors in a range of course-based pathways.

Keywords: Accreditation; Accrediting authority; Australian Qualifications Framework; AQF; Training duration

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

175

TD/TNC 53.77
Australian National Training Authority. (ANTA)

Showcasing best practice in Victoria's vocational education and training system.

[Melbourne] : ANTA, 1997. 16 p.

This publication provides overviews of the fourteen Victorian projects funded by the Australian National Training Authority (ANTA) as part of the Demonstrating Best Practice in Vocational Education and Training (VET) project. A diverse range of organisations and a diverse range of best practice approaches are documented here by the organisations which undertook the projects.

Keywords: Best practice; Research project; Office of Training and Further Education; OTFE; Vocational education; Vocational training; Industry

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

176

TD/TNC 53.78
Holdforth, Dianne.
Policy as discourse.
Melbourne: Dept of Vocational Education and Training, University of Melbourne, 1997. 9 p.
(Working paper, no. 2)

Dissatisfaction with post-secondary education and training in Australia continues to amplify in the wake of post-industrialisation, market globalisation and microeconomic reform. It is understandable that academics and policy theorists have begun to question, with increasing scepticism, the appropriateness of contemporary educational policy. Progressively many educational researchers are focusing their attention on historical precedents in relation to technical education in an attempt to make some sense of current political mandates.

Keywords: Postcompulsory education; Training; Labour market; Microeconomics; Policy formation; Educational policy; Educational research; Technical education; Political aspect
ISSN: 1329-5837

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

177

TD/TNC 53.79
Anderson, Damon.
Student perceptions of career development and employment services in TAFE.
Clayton, Vic: Monash University, 1997. 16 p.
(Working paper, no. 16)

Support services and amenities in the TAFE sector perform an important role in assisting students to achieve their personal and vocational goals. A national survey of 7,000 TAFE students from across Australia was conducted in 1994/95 with a response rate of 2,339 (33 per cent). This paper examines the results of the survey which reflect student perceptions of career development and employment services in TAFE. The findings of the survey are analysed and the paper offers, in conclusion, a brief discussion of the policy implications of the research findings.

Keywords: TAFE; TAFE student; Career development; Employment opportunity; Job placement

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

178

TD/TNC 53.80
Australia. Dept of Employment, Education, Training and Youth Affairs. Skill Analysis and Research Branch. (DEETYA)
Labour market for apprentices: employer and Group Training Company (GTC) experience in recruiting apprentices.
Canberra: AGPS, 1998. 39 p. (+ appendices)
(Analytical series, no. 98/1)

This study was undertaken in response to anecdotal evidence that employers were experiencing difficulties recruiting apprentices due to poor quality applicants. The report is based on information supplied by around 350 employers and 50 Group Training Companies who were surveyed, in the first half of 1997, on their experience in recruiting apprentices. The findings of the survey are summarised and recommendations offered. The appendices contain tables of statistical data, a discussion of survey methodology, the employer questionnaire, the Group Training Company questionnaire, and an overview of the Group Training companies' areas of recruitment difficulty on a state-by-state basis.

Keywords: Apprentice; Apprenticeship; Recruitment; Government policy; School
ISBN: 0642237425

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

179

TD/TNC 53.81
Lim, Jeremy; Thomas, Charles.
Australia. Dept of Employment, Education, Training and Youth Affairs. Skill Analysis and Research Branch. (DEETYA)
Labour market for child care workers in Australia.
Canberra: AGPS, 1998. 72 p.
(Analytical series, no. 98/2)

This discussion paper aims to facilitate an appreciation of the labour market for child care workers. The paper presents information on factors impinging on the demand for and supply of child care workers in Australia including Commonwealth Government strategy and recent initiatives. Appendices contain an investigation of child care regulations and how they vary across states and territories, an analysis of the demand for qualified child care workers in each state and territory and an analysis of the supply of qualified child care workers in each state and territory.

Keywords: Child care worker; Labour market; Supply and demand; Government policy; Economic conditions
ISBN: 0642237417

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

180

TD/TNC 53.82
Pickett, Les.
Putting competencies to work for managerial effectiveness.
IN: Australian training review (27), June/July/August 1998, p. 18.

The author contends that the current and future success of an organisation is a reflection of the effectiveness of the senior management team, their vision, their leadership and the combined knowledge and skills of the organisation's workforce. The most common problems confronting organisations trying to introduce competency programs include difficulty in identifying competencies, not allowing sufficient time for the project, and resistance by staff. Another common problem is a lack of time management support and commitment.

Keywords: Competence; Competency standard; Organisation behaviour; Organisational change; Management; Worker
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical

181

TD/TNC 53.83
Groot, Wim.

Enterprise-related training: a survey.

Clayton, Vic: Monash University, 1997. 35 p.
(Working paper, no. 13)

This paper surveys the literature on the incidence of and returns to enterprise-related training. Two general conclusions can be drawn from this survey: not all workers have equal access to training; and the returns to training for the worker are high. The policy implications of these findings are discussed.

Keywords: Labour market; Training; Equal opportunity; Enterprise

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

182

TD/TNC 53.84
Campbell, Iain; Mathews, Jane.
Monash University. National Key Centre in Industrial Relations.

Researching the model of standard working-time in Australia: theoretical preliminaries.

Melbourne: Monash University, 1998. 20 p.
(Working paper, no. 59)

What can be called the 'model of standard working-time' is subject to differing definitions, but it is widely identified with traditional working-time patterns that are now seen as disappearing. This paper introduces a project that will look more closely at the extent and implications of the erosion of the model of standard working-time in Australia. It reviews the existing empirical literature on changing working-time patterns in Australia. In opposition to most definitions of the model of standard working-time, it offers a conceptualisation that is couched in terms of protective regulation and that identifies the model as a package that comprises both a standard and provisions for variation from the standard. The implications of this alternative conceptualisation for empirical research are briefly discussed.

Keywords: Model; Literature survey; Research
ISSN: 1320-5757

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

183

TD/TNC 53.85
Turberville, Sarah.
Monash University. National Key Centre in Industrial Relations.

Employee financial participation: a logical consequence of enterprise bargaining?

Melbourne: Monash University, 1998. 32 p. *(Working paper, no. 58)*

This paper proposes to investigate employee financial participation in the form of employee share ownership, profit sharing and gain sharing in the context of enterprise bargaining. The paper specifically looks at industry incidence and the 'contingencies' of employee financial participation.

Keywords: Employee; Finance; Participation; Enterprise bargaining

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

184

TD/TNC 53.86
National Centre for Vocational Education Research. (NCVER)

Annual report 1996-1997.

Adelaide: NCVER, 1997. vi, 57 p.

The annual report reviews the activities of the National Centre for Vocational Education Research over the preceding year, as well as outlining its aims, achievements, organisation, and policy.

Keywords: Vocational education; Vocational training; Research and development centre; Educational research; Annual report; National Centre for Vocational Education Research; NCVER
ISSN: 1039-4842

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

185

TD/TNC 53.87
Benton, Lynne.

University-TAFE libraries: a way to the future: a review of relevant literature.

IN: Australian library journal Vol. 47,(1), February 1998, p. 43-60

This paper surveys the theory and research literature relevant to the study of University/TAFE joint-use libraries. The author then examines research in areas including: public school libraries; TAFE-community libraries; TAFE-school libraries; and University-higher education merged libraries. The validity of appropriate theory and research literature is critiqued followed by a summary of what is not known about the topic, and recommendations.

Keywords: Literature survey; University; TAFE; Library
ISSN: 0004-9670

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

186

TD/TNC 53.88
Australian National Training Authority. (ANTA)
Working towards 2010: flexibly delivered staff development.
Brisbane: ANTA, 1997. 98 p.

The vocational education and training (VET) sector is currently working towards supporting and implementing a national training framework, which promotes an industry-driven approach to training, and increased responsiveness by training organisations. This framework emphasises training packages which incorporate industry competency standards. Flexible delivery of training initiatives underpins the development of these packages. This resource has been developed in the context of flexibly delivered staff development, and looks at many examples of professional/staff development to help change attitudes or practices. Eight profiles of successful staff development initiatives have been compiled and analysed in some detail in relation to positive outcomes and barriers to implementation, as well as eighteen snapshots of good practice.

Keywords: Flexible delivery; Staff development; Case study; Guide
ISBN: 0642320152

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

187

TD/TNC 53.89
Rich, Karen; Berrevoets, Erik; Grey, Kim; O'Brien, Clare; Waller, Viv. Australia. Dept of Employment, Education and Training. Training Evaluation Section. (DEET)
Review of employment strategies for Aboriginal and Torres Strait Islanders.
Canberra: AGPS, 1994. 58 p.

The Employment Strategies element of Training for Aboriginals and Torres Strait Islanders Program (TAP) is a key component of the Aboriginal Employment Development Policy (AEDP). It is directed to strategies in the private and public sector mainstream labour markets so as to increase the numbers of Aboriginal and Torres Strait Islander people in employment and improve their career prospects. This report is framed around case study material to illustrate the types of strategies and their degree of success. The report concludes that the case studies are pointing the way forward and that the current momentum in the Employment Strategies element of TAP should be maintained as part of the AEDP.

At head of title: Aim for one workforce

Keywords: Aboriginal; Education; Employment; Case study; Training for Aboriginals and Torres Strait Islanders Program; TAP
ISBN: 0644427159

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

188

TD/TNC 53.90
Australia. Dept of Employment, Education and Training. Training Evaluation Section. (DEET)
Evaluation of the network elements of TAP: training for Aboriginals and Torres Strait Islanders.
Canberra: AGPS, 1994. ix, 41 p.

This report presents the findings of the evaluation of the Network Elements of the Training for Aboriginals and Torres Strait Islanders Program (TAP), focusing on the two major Network Elements of TAP, Job Skills Development (JSD) and Work Experience (WE). The evaluation was conducted in four separate stages: a survey of former JSD and WE participants; a survey of officers of the Dept of Employment, Education and training (DEET) who administer the program; an analysis of administrative data and data from the population census conducted by the Australian Bureau of Statistics; and case studies of trainees/employees and employers. The evaluation identified a number of areas where the program elements have been particularly successful. It also identified areas that could be modified to improve post program outcomes and the achievement of objectives and also to target resources more successfully.

At head of title: Aim for one workforce

Keywords: Aborigine; Education; Employment; Training for Aboriginals and Torres Strait Islanders Program; TAP; Programme evaluation; Statistical analysis; Australian Bureau of Statistics; ABS; Case study; Trainee; Employee; Employer
ISBN: 0644427795

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

189

TD/TNC 53.91
Buckingham, Elizabeth.
Specific and generic numeracies of the workplace.
Burwood, Vic: Deakin University, 1997. ix, 105 p.

This document is the report of a project designed to investigate the uptake of numeracy in the workplace, specifically three factories where production workers were undertaking the Vehicle Industry Certificate (VIC) and Engineering Production Certificate (EPC) on site. Specific numeracy was taken as the capacity to use the procedural skills associated with demarcated and specialised work roles; generic numeracy was taken to include higher order thinking skills which imply a capacity to use the techniques of mathematic modelling to control, plan and predict with a critical appreciation of the many factors that make up a production environment. This report is intended to stimulate discussion of constructions put upon working knowledge, and what constitutes generic numeracy at work.

Keywords: Numeracy; Workplace; Workplace education; Training; ANTA funded project

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

190

TD/TNC 53.92
Chai, Charles.
Victorian Employer's Chamber of Commerce and Industry.

Business Training Centre, Nanjing China: feasibility study: draft.

[s.l.]: 1996. 35 p.

This document is the draft of a feasibility study into the proposed establishment of a Business Training Centre (BTC) in Nanjing, Jiangsu, China. The BTC would provide joint ventures and major industries with international standard business training for both domestic and international business persons in China by using appropriate Australian industrial and tertiary vocational and technical education (VTE) expertise. A joint venture Business Training Centre based on a strategic alliance between Chinese and Australian business, science and technology, TAFE, and governments is considered to be both technically feasible and very necessary. Participants in the project are: Victorian Employer's Chamber of Commerce and Industry, Gordon Institute of TAFE (Victoria), Jiangsu Science and Technology Consulting Organisation (China), and the Victorian Dept of Employment, Education and Training.

Keywords: Vocational education; Technical education; Business project; Joint project; Feasibility study; China

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

191

TD/TNC 53.93
Smith, Peter J.

Industry training in Indonesia: a survey of selected Indonesian companies.

Geelong, Vic: Gordon Technical College, 1995. 9 p.

The Advanced Technology Training Centre, an initiative of the Gordon Technical College in Geelong, was formed through a partnership with the Technical Education Development Centre, in Bandung, Indonesia, the John Batman College of TAFE in Melbourne, the Outer Eastern College of TAFE in Melbourne and the Gordon Technical College. The common view of the three TAFE colleges was that they wanted to work from within Indonesia with reliable Indonesian partners to provide industry training in Indonesia. This document reports on data collected as part of the overall strategy designed to develop the Advanced Technology Training Centre, and it provides information and insights to be shared with other training organisations both in Australia and Indonesia.

Keywords: Indonesia; Research report; Training; Training institution

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

192

TD/TNC 53.94
Wu, Lincoln; Robert, Fran; Inglis, Rob; Connors, Karyn; Hui, Lin Shou; Yang, Lotus Chi; Pai, Sue Pi.
Australia. Dept of Employment, Education, Training and Youth Affairs. Australian Schools and TAFE in Asia Pilot Program. (DEETYA)

Final report: child care training feasibility study Taipei, Taiwan.

[Geelong]: Gordon Institute of TAFE, 1997. 45 p. (+ appendices, various pagings)

Originally Australian TAFE experienced difficulties in offering places to inbound Taiwanese students of child care because of insufficient practical placement opportunities. This document reports on a study to examine closely the child care training and service industry in Taiwan which has identified a comprehensive system of education with a range of well equipped and quality child care centres.

Keywords: Child care worker; Training; Feasibility study; Taiwan; Child care facilities

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

193

TD/TNC 53.95
Wakefield, Lyn; Wu, Lincoln.

Private sector linkages program: final report: feasibility study to evaluate the adaptation and supply of the Certificates in Workplace Education (CWE) in People's Republic of China.

Geelong: Gordon Institute of TAFE, 1996. xvii, various pagings

The purpose of the study being reported here was to evaluate the adaptation and supply of the Certificates in Workplace Education (CWE) in the People's Republic of China. The overarching framework for the study was built on content from the units and elements of competency which are underpinned by the nationally recognised CWE. The methodological approach employed for data collection throughout the study focused on the conduct of skills analyses and skill audits across sample industries. The study has opened many doors for the conduct of more research and provision of enterprise assistance, for the furtherance of which recommendations are offered.

Keywords: China; Feasibility study; Certificate in Workplace Education; CWE; Private sector; Final report

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

194

TD/TNC 53.96
Keating, Jack.
Reviewing the links between research and policy.
IN: Transfer: VET research & practice. Vol. 2,(3), December 1997, p. 3-4

This journal article is a commentary on the recently completed report 'VET policy and research: emerging issues and changing relationships' (TD/VIC 52.10).

Keywords: Vocational education; Vocational training; Research; Educational policy; Policy formation
ISSN: 1327-5852

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

195

TD/TNC 53.97
Coombs, Lesley.
Workplace mentoring: learning or control?
IN: Transfer: VET research & practice. Vol. 2,(3), December 1997, p. 6-8

New versions of mentoring have seen it become a fashionable organisational tool introduced as formalised programs into a range of workplaces over recent years. In this paper the author raises two potential limitations in presently fashionable mentoring programs and proposes an alternative model based on mutual learning and equality of participation.

Keywords: Mentor; Workplace education; Equal treatment; Participation
ISSN: 1327-5852

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

196

TD/TNC 53.98
South Australia. Dept of Education, Training and Employment. (DETE)
Framework for the 1999 to 2001 industry training plan.
Adelaide: Dept of Education, Training and Employment, 1997. 8 p.

This broad framework has been designed to assist State Industry Training Advisory Boards to prepare their '1999 to 2001 industry training plan' and should be used in conjunction with the 'Detailed guidelines for the 1999 to 2001 industry training plan' (TD/TNC 53.99).

Keywords: Industry; Training guide

AVAILABLE FROM: Fran Colley, GPO Box 2352, Adelaide SA5001. Ph: +61 8 8226 3488; Fax: +61 8 8226 3383.
Other sources: Also available from National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

197

TD/TNC 53.99
South Australia. Dept of Education, Training and Employment. (DETE)
Detailed guidelines for the 1999 to 2001 industry training plan.
Adelaide: Dept of Education, Training and Employment, 1997. 27 p.

This document has been prepared, in conjunction with the 'Framework for 1999 to 2001 industry training plan' (TD/TNC 53.98) to assist Industry Training Advisory Boards (ITABs) with the preparation of their '1999 to 2001 industry training plan'. This document is intended to provide assistance and guidance to ITABs requiring more information or a step-by-step guide to follow.

Keywords: Training guide; Industry

AVAILABLE FROM: Fran Colley, GPO Box 2352, Adelaide SA 5001. Ph: +61 8 8226 3488; Fax: +61 8 8226 3383.
Other sources: Also available from National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

198

TD/TNC 53.100
Boughton, Bob; Durnan, Deborah.
Federation of Independent Aboriginal Education Providers. (FIAEP)
Education for self-determination: a review of the implementation of the recommendations of the Royal Commission into Aboriginal Deaths in Custody in relation to Aboriginal community-controlled adult education.
Australia: Federation of Independent Aboriginal Education Providers, 1997. 101 p.

The Federation of Independent Aboriginal Education Providers Ltd (FIAEP), established in 1996 to represent the rights, needs and interests of Aboriginal community-controlled adult education, resolved at the end of 1996 to seek independent funding to allow it to do its own analysis of the extent to which the Royal Commission into Aboriginal Deaths in Custody (RCIADIC) recommendations had been implemented in the policies and practices of Commonwealth, State and Territory agencies responsible for Aboriginal adult education. The research was conducted over a three month period. The report offers key findings and conclusions, and the appendices contain the initial background paper for FIAEP members and the policy discussion paper including the specific recommendations of the RCIADIC.

Keywords: Aboriginal community; Aboriginal education; Adult education; Adult learning

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068.

Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

199

TD/TNC 53.101

Boughton, Bob; Durnan, Deborah.
Federation of Independent Aboriginal Education Providers. (FIAEP)

Best practice and benchmarking in Aboriginal community-controlled adult education.

[Canberra]: Federation of Independent Aboriginal Education Providers, 1997. 45 p.

This study reports on the findings of an action research project conducted by the Federation of Independent Aboriginal Education Providers (FIAEP), funded by the Australian National Training Authority (ANTA) to investigate the nature of 'best practice' in the Aboriginal community-controlled sector, and to develop guidelines to assist providers to benchmark their practices. The report begins with a brief description of the methodology used in the study. It then discusses some of the issues involved in defining best practice in Aboriginal adult education drawing on material collected during the literature review stage of the project. The third section analyses the data from this study, while the final section proposes a set of guidelines against which providers and others can benchmark practice in the future.

Keywords: Benchmarking; Best practice; Aboriginal education; Community education; Adult education

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

200

TD/TNC 53.102

Curtain University. Centre for Labour Market Research.

Annual report 1996.

Perth: Centre for Labour Market Research, [1997]. 19 p.

This annual report reviews the activities of the Centre for Labour Market Research over the preceding year, noting the change of name from the Western Australian Labour Market Research Centre on 1 April 1996.

Keywords: Annual report; Centre for Labour Market Research; CLMR

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

201

TD/TNC 53.103

Australia. Dept of Employment, Education, Training and Youth Affairs. Australian Research Council. (DEETYA)

Report on research funding schemes 1997.

Canberra: AGPS, 1997. 58 p.

This report presents details of decisions made in 1997 for research projects funded in 1997 by the Dept of Employment, Education, Training and Youth Affairs (DEETYA) through funding recommendations made to the Minister by the Australian Research Council (ARC) on the basis of a competitive selection process. The report also provides an overview of the ARC/DEETYA schemes and significant events of 1996, information about the ARC including membership, DEETYA scheme management and administrative information, and aggregated statistical scheme information.

Keywords: Research; Fund; Research policy; Dept of Employment, Education, Training and Youth Affairs; DEETYA; Australian Research Council; ARC
ISBN: 0642236577

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

202

TD/TNC 53.104

Mossop, Rilda.

With great difficulty: the assessment of attitudes and ethics at work and in training.

[Chatswood, NSW]: Centre for Vocational Assessment Research, [1997]. 13 p.

The Centre for Vocational Assessment Research (CVAR) produced this paper in response to: requests from the Centre's clients for assistance in the assessment of attitudes and ethics; the introduction of competency standards and assessment against standards in industry, including assessment of attitudes and ethics; competency based training and the need for valid assessment of all aspects of training; and interest in the development and implementation of values statements and codes of ethics by enterprises, for example to assist in developing a client focused culture, to improve safety or the quality of service provided or goods produced. The paper gives examples of how assessment of attitudes and ethics are managed now, identifies areas of concern, and raises issues for further discussion and investigation; and is aimed at anyone interested in how to assess attitudes and ethics in the workplace and/or within the delivery and assessment of vocational education and training programs.

Keywords: Assessment; Workplace; Attitude; Ethics; Competency standard; Competency based training; Vocational education; Vocational training; Programme
ISBN: 0731058186

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

203

TD/TNC 53.105

Australian National Training Authority. (ANTA)

Taking care of business: growth through group training: issues paper.

Brisbane: ANTA, 1997. 29 p.

The growth of group training schemes and the diversification of their operations raise important questions about the nature of the future relationship between group training schemes and government. This paper addresses these questions by offering a brief history of group training and a discussion of outcomes from group training, before raising some key questions about more effective ways by which group training could respond to the changing economic and labour market characteristics, and about 'best practice' financial management arrangements between government, industry and group training. The intention of the paper was to provide the basis for wide consultations, the outcomes of the consultations to be reflected in a set of principles for group training to be considered by the ANTA Ministerial Council at its May 1997 meeting.

Keywords: Group training; Apprentice; Trainee; Employment; Entry level training; Skill; Industry; Government role

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

204

TD/TNC 53.106

Harris, Liz; Hull, Eileen; Volet, Simone.

Learning and quality improvements in the workplace: two case studies.

Murdoch, WA: Murdoch University, 1998. 93 p.

This report presents the results of a project undertaken by Murdoch University in collaboration with the Hyatt Regency Perth and the Matilda Bay Brewing Company. The purpose of the project was to investigate the links between structural and cultural organisational change, workplace learning and quality improvements. The study identified a number of key elements which influence the links between organisational change, learning opportunities and quality improvements. In addition the study also highlighted the critical role that organisational cultures play in the process of change and identified possible conflicting values which can emerge when organisational change is perceived as reducing labour requirements.

Keywords: Organisational change; Culture; Cultural change; Workplace education

AVAILABLE FROM: Dr Simone Volet, School of Education, Murdoch University, Murdoch WA 6150.
Other sources: Also available from National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

205

TD/TNC 53.107

Hayman, Sarah.

VOCED on the web.

IN: Australian training review (24), Sept/Oct/Nov 1997, p. 36

This article gives an overview of the Vocational Education and Training database (VOCED) produced by the National Vocational Education and Training Clearinghouse. It is Australia's only specialist database of information on research (current and published) in vocational education and training (VET). The database has hitherto been available in diskette and in a printed copy. Now the full database is available on the world wide web, with a free trial web interface at: http://www.ncver.edu.au/voced.htm which allows users to search the database to retrieve information about current research in progress and published documents on VET. Each retrieved entry gives a source for further information about current projects or for obtaining the documents from the clearinghouse collection. Project information can now be submitted on-line. Information about Australian VET research is now visible all over the world.

Keywords: World Wide Web; Internet; Vocational education; Vocational training; Data base
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

206

TD/TNC 53.108

Teese, Richard; Davies, Merryn; Ryan, Chris.

Work placement experience: the student perspective.

Melbourne: University of Melbourne, 1997. xxiii, 136 p.

This report presents results of a survey of work placement experiences of 5879 year 12 students in most states or territories across Australia. The project was funded by the Research Advisory Committee (ANTARAC) of the Australian National Training Authority (ANTA).

Previous research has established that employers do see the importance of making placements available to school students. The rapid growth of work placements indicates that schools see important benefits and are willing to commit time and energy to establishing good programs. Nationally there is a high level of student interest in work placement. Findings from this survey indicate that at year 12 between 8 percent and 27 percent of students currently undertake work placement depending on the state or territory.

The focus of this study is on student perceptions of the value and quality of their work placements.

Keywords: Workplace education; Student; Secondary school; Transition from school to work; Australian National Training Authority Research Committee; ANTARAC; Australian National Training Authority; ANTA

AVAILABLE FROM: Fax ANTA Publications Officer. Fax: +61 7 3246 2490; Ph: +61 7 3246 2300.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

VICTORIA

207

TD/VIC 53.01

Victoria. Office of Training and Further Education. (OTFE)

Vocational education and training plan Victoria 1998.

Melbourne: Office of Training and Further Education, 1998. 16 p.

This Vocational Education and Training Plan for Victoria for 1998 identifies proposed actions to be undertaken by the Office of Training and Further Education (OTFE) against priorities and key result areas agreed by the ANTA Ministerial Council. It sets out eight National Key Result Areas and planned levels of activity for OTFE for 1998.

Keywords: Organisational objective; Plan of operation; OTFE; Corporate planning

AVAILABLE FROM: Ken Griffiths, Strategic Planning and Research Division, Office of Training and Further Education, PO Box 266D, Melbourne Vic. 3001. Ph: +61 3 9637 2659. Cost: Gratis.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D, Melbourne Vic. 3001.

208

TD/VIC 53.02

Delaney, Bernadette; Dyson, Chloe.

Women: creating the connection: women and information technology in the vocational education and training sector.

Melbourne: Office of Training and Further Education, 1998. 9 p.

This report outlines the findings of a research project commissioned by the OTFE. The impetus for this research was a recognition of the major impact that information technology is having and will continue to have on teaching and management systems in Vocational Education and Training (VET) sector in Victoria. The main focus of the research was to investigate the current and potential roles for women in information technology in VET, to identify barriers which may inhibit the level of involvement by women and to identify current models and practices which have enabled women to develop their skills.

Keywords: Information technology; Women; Computing; Career development
ISBN: 0731300459

AVAILABLE FROM: Julie Harris, Communications and Multimedia Unit, Office of Training and Further Education, PO Box 266D, Melbourne Vic. 3001. Ph: +61 3 9637 2669. Cost: Gratis. Also available on the Internet at: www.otfe.vic.gov.au/mmedia/women/index.htm
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D, Melbourne Vic. 3001.

209

TD/VIC 53.03

Bryce, Kim; Burr, Brenda; Tremills, Denise.

Community development: bibliography.

Frankston, Vic.: Peninsula Institute of TAFE, 1997. 84 p.

This bibliography, prepared by Peninsula Institute of TAFE Library, covers the topic of community development. Materials on sociology, social action, community work, social policy, youth issues and community law are included.

Keywords: Bibliography; Community participation; Social service

AVAILABLE FROM: Linda Kalejs, Peninsula Institute of TAFE, PO Box 1281, Frankston Vic. 3199. Ph: +61 3 9238 8371. Cost: Gratis.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D, Melbourne Vic. 3001.

210

TD/VIC 53.04

Kenway, Jane; Tregenza, Karen; Watkins, Peter. (Eds.)

Vocational education today: topical issues.

Geelong, Vic.: Deakin Centre for Education and Change, 1997. ii, 162 p.

For some time there have been considerable pressures for change in the post compulsory years of schooling and, in particular, vocational education for young people in and out of school. Equally, there has been considerable pressure for governments to find creative solutions to unemployment and to create transitions from unemployment to work. The contributions in this book try to offer some background which helps to explain why such changes have been deemed necessary and which illuminates the policy pathways to new practices in schools.

Keywords: Vocational education; Vocational training; Transition from school to work; TAFE; Transfer policy; Educational mobility
ISBN: 0909184984

AVAILABLE FROM: Deakin Centre for Education and Change, Faculty of Education, Deakin University, Geelong Vic. 3217. Ph: +61 3 5227 2983. Cost: $22.00.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D, Melbourne Vic. 3001.

211

TD/VIC 53.05

Association of TAFE Institutes.

Excellence in governance: a guide to best practice in TAFE Institute Councils.

East Melbourne: Association of TAFE Institutes, 1996. 1 v. (various pagings)

This best practice guide has been designed to help the many hundreds of people who give up their time and expertise to serve as Council members in the Victorian TAFE system. It also provides statements of best practice to assist Council members in the critical assessment of their own performance and that of the Council as a whole.

Keywords: College governing council; Educational administration; Best practice
ISBN: 095867440x

AVAILABLE FROM: Executive Director, Association of TAFE Institutes, Wellesley House, Level 2, 126 Wellington Pde, East Melbourne Vic. 3002. Ph: +61 3 9417 2677. Cost: $75.00.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D, Melbourne Vic. 3001.

212

TD/VIC 53.06
Enterprise Care Consulting Group.
Excellence in governance: a guide for industry training boards.
Melbourne: Office of Training and Further Education, [1997]. 126 p. (in folder)

This publication represents a major step in the quality journey of Industry Training Boards in Victoria. The guide is an aid to governance which can be adapted by each Board and by individual Board members.

Keywords: Industry training advisory body; Vocational training; Industry; Best practice; Victoria
ISBN: 0731105648

AVAILABLE FROM: Eric McClellan, RSMD, Office of Training and Further Education, PO Box 266D, Melbourne Vic. 3001. Ph: +61 3 9637 2837. Cost: Gratis. Also available on the Internet at: www.otfe.vic.gov.au/publi/stratpub.htm
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D, Melbourne Vic. 3001.

213

TD/VIC 53.07
Melbourne. Adult, Community and Further Education Board.
Young and ACE: young unemployed people in Adult and Community Education.
Melbourne: Adult, Community and Further Education Board, [1998?]. 31p.

The Adult, Community and Further Education Board, in collaboration with the Employment Branch of the Department of State Development in Victoria, initiated this project by focussing on increasing access to programs in the Adult, Community Education (ACE) sector for young unemployed people. The aim of the project was to use action based learning pilot projects in community based providers (Gippsland and Northern Melbourne regions) to develop models for system wide implementation. The project focused on the use of current ACFE programs, such as Certificates of General Education for Adults, access and preparatory programs and a wide range of general adult education programs to provide entry points to education for young people in a community setting.

Keywords: Adult education; Community education; Participation; Youth employment; Unemployment; Youth
ISBN: 0731108949

AVAILABLE FROM: ARIS, GPO Box 372F, Melbourne Vic. 3001. Ph: +61 3 9614 0255. Cost: Gratis.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D, Melbourne Vic. 3001.

214

TD/VIC 53.08
Office of Training and Further Education. (OTFE)
Pathways to opportunities: tourism and hospitality.
Melbourne: Office of Training and Further Education, 1998[1997?]. 32 p.

This booklet uses real life examples of people in the tourism and hospitality industry who have used Pathways to succeed in this industry. There is also a section that outlines potential Pathways students considering this industry may wish to use.

Keywords: Transition from school to work; Youth employment; Tourism; Hospitality; Tourist industry

AVAILABLE FROM: Dorothy Stevenson, QCMD, Office of Training and Further Education, PO Box 266D, Melbourne Vic 3001. Ph: +61 3 9637 2807. Cost: Gratis.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D, Melbourne Vic. 3001.

215

TD/VIC 53.09
Clemans, Allie; Rushbrook, Peter.
Forging pathways: good practice in community-based adult education.
Melbourne: Adult Community and Further Education Board, 1997. 28 p.

This information package is designed to encourage cross-sectoral cooperation and promote lifelong learning opportunities available through participation in vocational education and training (VET). The project takes up the concept of pathways by highlighting the experiences of ACE providers who have forged pathways by creating links between providers and programs. It draws on these experiences as a basis for systematically thinking through opportunities for ACE providers to initiate or expand pathways and it addresses the current National Training Framework arrangements.

Keywords: Vocational education; Lifelong learning; Adult education
ISBN: 0731108825

AVAILABLE FROM: ARIS, GPO Box 372F, Melbourne Vic. 3001. Ph: +61 3 9614 0255. Cost: Gratis.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D, Melbourne Vic. 3001.

216

TD/VIC 53.10
Trialling of the Australian Quality Awards self-assessment model by a representative consortia of private providers: pilot project.
Melbourne: Office of Training and Further Education, 1998. 3 v.

The Office of Training and Further Education in Victoria is providing a framework and key tools to assist all State Training System organisations to become more responsive to customer needs to ensure the continued growth of the sector into the next century. To achieve this, the OTFE in partnership with stakeholders, is developing a Quality Management Framework reflecting the devolved nature of the STS and building on the diverse range of approaches to quality assurance and improvement adopted by organisations. A series of pilot projects were established to test the view that the Australian Quality Awards model for evaluating excellence in organisations is applicable to all STS organisations. These pilots were completed in December 1997. These three volumes cover the results of the pilots in private training providers, industry training boards and group training companies.

At head of title: Quality management framework for the State Training System.

177

Keywords: Organisational change; Self assessment; Best practice; Vocational education; Victoria

AVAILABLE FROM: Helen McNamara, QCMD, Office of Training and Further Education, PO Box 266D, Melbourne Vic. 3001. Ph: +61 3 9637 2806. Cost: Gratis (Limited supply).
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D, Melbourne Vic. 3001.

217

TD/VIC 53.11
Australian Competency Research Centre.
Transfer: VET research and practice, vol 3, no 1, April 1998.
Richmond, Vic.: Australian Competency Research Centre, 1998.

This journal, produced by the Australian Competency Research Centre, provides a range of articles on research in the VET sector in Australia. Key articles in this issue include: (1) Mary Kalantzis: challenging conventions of management by Susan Fechner (2) Training packages: frameworks for flexibility or preserving the status quo by Catherine Down, and, (3) Designing TAFE work: using research to inform practice by Terri Seddon.

Keywords: Vocational education; Research; Australian Competency Research Centre; Periodical
ISSN: 1327-5852

AVAILABLE FROM: Australian Competency Research Centre, 85 Cremorne Street, Richmond Vic. 3121. Ph: +61 3 9209 5249. Cost: Gratis.
Other sources: Articles available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D, Melbourne Vic. 3001.

218

TD/VIC 53.12
Banks, Julie.
Evaluating cross-cultural training for Group Training Companies.
Collingwood: Affirmative Action in Training, [1997?]. 1 v.(various pagings)

The broad intention of this report is to detail investigations into the availability and effectiveness of training in cross-cultural communication and cultural awareness. Further, the report documents, and provides an evaluation of a training workshop in cross-cultural communication coordinated and piloted by Access Training Employment Centre with a sample of Group Training Company staff.

Keywords: Non English speaking; Communication skill; Migrant education; Women; Equal opportunity; Group Training Company

AVAILABLE FROM: Access Training Employment Centre, 36-44 Cambridge Street, Collingwood Vic. 3066. Ph: +61 3 9417 5355. Cost: $16.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D, Melbourne Vic 3001.

219

TD/VIC 53.13
Banks, Julie.
Achieving cultural diversity in group training companies: a good practice model.
Collingwood: Access Training Employment Centre, [1997?]. vi, 37 leaves

This report has been written by Affirmative Action in Training Inc. for the Office of Training and Further Education to develop a model of good practice in the recruitment and retention to completion of people of languages other than English background within Group Training Companies. To inform this model and a framework for implementation, the report documents the levels of awareness of and attitudes to Group Training Companies held by people of languages other than English, in addition to the practices employed by GTCs to recruit and retain people of the target group.

Keywords: Non English speaking; Women; Best practice; Group Training Company; Recruitment

AVAILABLE FROM: Access Training Employment Centre, 36-44 Cambridge Street, Collingwood 3066. Ph: +61 3 9417 5355. Cost: $16.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D, Melbourne Vic. 3001.

WESTERN AUSTRALIA

220

TD/WA 53.01
Kopusar, Pat; Wilson, Erin.
Just enough to tease us: an evaluation of the scope and effectiveness of access programs for Aboriginal women.
[Australia]: Australian National Training Authority, 1997. ii, 91 p.

This publication is extracted from a larger report with an annotated bibliography which was provided by the authors as part of the consultancy. The research was funded by the Australian National Training Authority (ANTA) through the Western Australian Dept of Training.

The project explored to what extent the two re-entry programs, the Certificate of New Opportunities for Aboriginal Women and the Certificate of Challenges and Choices for Young Aboriginal Women, met the needs of Aboriginal women, increased employment and training prospects, and what were the factors of success or otherwise.

Major findings found that local Aboriginal women must own and control the development and delivery of training programs for these programs to be effective, appropriate and to have maximum outcomes. Also, given that in most communities no programs are run specifically for Aboriginal women, more vocational education and training programs must be funded. Finally the report provides an extensive series of recommendations. Aboriginal Terms of Reference (ATR) methodology was used for all research work carried out with Aboriginal People.

Keywords: Aboriginal education; Access to education; Disadvantaged; Training needs; Training programme; Training

opportunity; Vocational education; Vocational education; Women; Womens education
ISBN: 0730970566

AVAILABLE FROM: WA Vocational Education & Training Clearinghouse, Library & Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

221

TD/WA 53.02
Western Australia. State Training Board.
Framework for competency based assessment: in vocational education and training in Western Australia.
[Perth, WA]: State Training Board, [1997]. 48 p.

The purpose of this booklet is to provide guidance to industry, enterprise and small business where competency based assessment occurs on the job, and to public and private providers of training and assessment where this occurs off-the-job at a college or institution. It will also provide guidance to senior high schools offering vocational education and training (VET) curriculum, as well as information and guidance on competency based assessment to all learners involved in VET.

The document contains information on all aspects of competency based assessment in Western Australia (WA) - the participants, the process (including thirteen Assessment Criteria for competency based assessment in WA), the various organisations involved and their roles, the principles and policies, and includes a bibliography, a glossary of terms, appendices and a list of acronyms. The booklet was developed in conjunction with the Western Australian Training Accreditation Council.

Keywords: Competency based assessment; Vocational education; Vocational training; Assessment; Western Australia; Western Australia. Dept of Training; Western Australia. State Training Board; Western Australia. Training Accreditation Council; Training institution

AVAILABLE FROM: WA Vocational Education & Training Clearinghouse, Library & Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

222

TD/WA 53.03
Western Australia. State training Board.
Annual report 1997.
[Perth, WA]: State Training Board, 1997. 16 p.

This is the Western Australian State Training Board's first annual report, as the Board commenced operation from 1 January 1997, with the introduction of the Vocational Education and Training (VET) Act 1996.

The report outlines the primary functions of the Board (as detailed in Part 3 of the VET Act 1996), its operations, the Board's advisory and support mechanisms (including the Dept of Training, the Employment and Training Advisory Committee, the Industry Training Councils), and the highlights, achievements, future directions and priorities of the Board.

Keywords: Western Australia; Annual report; Western Australia. State Training Board; Western Australia. Dept of Training; Training

AVAILABLE FROM: WA Vocational Education & Training Clearinghouse, Library & Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

223

TD/WA 53.04
Volet, Simone; Pears, Harriett.
International students: Murdoch University and TAFE International, Western Australia research study on international students studying at Technical and Further Education (TAFE) Colleges in Western Australia.
Murdoch, WA: Murdoch University, 1994. 84 p.

This report contains the results of an Australian Research Council (ARC) funded collaborative project between Murdoch University and the International Division of TAFE WA. It provides a unique insight into international students' reflective accounts of their experience of studying at TAFE and living in Western Australia, and their attitudes towards educational exchange between their countries and Australia.

The study was based on a model with two major assumptions - that for future educational association between Australia and their home countries students must return home satisfied with their TAFE experience; and that prospective students received their first source of information about TAFE from past students. The main aim of the study was to examine these assumptions and to obtain suggestions from past students for improving the conditions for TAFE international students.

The results strongly supported both assumptions, and student responses were then used as the basis for a set of recommendations. As the survey was conducted in 1993, it is possible that some of the issues raised in the recommendations have subsequently been addressed by some of the colleges. Appendices include the preliminary results of the 1994 cohort.

Keywords: TAFE; Foreign Student; TAFE student; Student attitude; Student attitude; Questionnaire; Western Australia

AVAILABLE FROM: WA Vocational Education & Training Clearinghouse, Library & Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

224

TD/WA 53.05
Western Australia. Dept of Training.
Disability Service Plan 1996.
30 leaves

This document describes the way in which the Dept is working towards providing appropriate services and facilities for people with disabilities, and outlines changes which will ensure that people with disabilities can access the services and facilities that are available to anyone in the community.

It includes an Access Policy Statement for people with disabilities, and objectives and strategies to overcome barriers. The implementation of these objectives and strategies will be facilitated by the Dept's Disability Services Unit and the Plan will be subject to continuous improvement based on ongoing feedback - primarily from people with disabilities.

Keywords: Western Australia. Dept of Training; Equal opportunity; Plan; Access to education; Vocational training; Disability

AVAILABLE FROM: WA Vocational Education & Training Clearinghouse, Library & Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

225

TD/WA 53.06

College of Customised Training (W.A.). (CCT)

College of Customised Training [final] annual report 1996.

[Perth]: College of Customised Training (W.A.), 1996.

1 v. (various pagings)

This is the fifth and Final Annual Report of the College of Customised Training (W.A.) (CCT). 1996 was a year of change for CCT as a result of the proposed Vocational Education and Training legislation. Understanding that CCT would cease to exist under the new legislation, the organisation during the year set about to restructure itself as a division of the Western Australian Dept of Training.

At the beginning of 1996 the CCT commenced trading under the name of TAFE International Western Australia (TIWA) and its activities were restructured to reflect the organisation's core business of marketing the international products and services of the Western Australian TAFE College network.

This report contains general information on CCT/TIWA, its mission, administrative structure, operational reports (including International Student Programs, International Projects, International Study Programs, TAFE Publications), performance indicators, and financial statements for 1996.

Keywords: College of Customised Training (W.A.); TAFE International Western Australia; Annual report; Western Australia. Dept of Training; TAFE; Foreign Student

AVAILABLE FROM: WA Vocational Education & Training Clearinghouse, Library & Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

226

TD/WA 53.07

Western Australia. Dept of Training.

Western Australian Dept of Training annual report 1995-96.

[Perth, WA]: Dept of Training, 1996.

124 p.

The 1995/6 year saw the vocational education and training sector and the Dept of Training continue to undergo rapid and fundamental change. The Dept reconsidered its role, with the result that its core business is now the strategic management of the State's investments and interests in vocatinal education and training.

This report contains information on the organisation, the organisation's environment, key performance indicators, operational reports and financial statements.

Keywords: Annual report; Western Australia. Dept of Training; Vocational education; Vocational Training

AVAILABLE FROM: WA Vocational Education & Training Clearinghouse, Library & Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

227

TD/WA 53.08

Lawn, Rosie; Jones, Geoff.

Succeeding in post secondary education and training: a report on post secondary education and training options for people with mental health problems and mental disorders.

[Perth, WA?]: E-QUAL, 1997.

ix, 68 p.

This is a joint project by the Health Dept of Western Australia and the Western Australian Dept of Training, Disability Services Unit.

People with mental health problems and disorders experience many difficulties accessing and participating in post secondary education and training. These difficulties result in low levels of educational achievement and limited career opportunities. Although a legislative framework has been set up to ensure the rights of people with mental illness to access and participate in post secondary education and training, and Australian education and training institutions have developed policies and plans to address the needs of people with disabilities, there have been few initiatives to address the specific needs of students with mental health problems.

This report considers the legislative and policy frameworks already in place, international and national examples of good practice, consumers' preference for support, and stakeholders' priorities for service development, and makes recommendations which outline a preferred approach and priority developments which are cost effective. These recommendations will improve access to and enhance success in post secondary education and training for people with mental problems and disorders.

E-QUAL (Education for Quality) was formerly Inclusion Resources.

Keywords: E-QUAL (Educating for Quality); Western Australia. Dept of Training. Disability Services Unit; Higher education; Training; Access to education; Participation; Disability; Special needs students; Equal opportunity

AVAILABLE FROM: WA Vocational Education & Training Clearinghouse, Library & Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

228

TD/WA 53.09
North Metropolitan College of TAFE (W.A.).
Strategic planning, Joondalup Campus, capital works, stage 2.2 and beyond.
[Perth, WA]: North Metropolitan College of TAFE (W.A.), 1996.
1 v. (various pagings)

This report outlines a Capital Works program for Joondalup Campus that reflects the demographies, projected population growth, strategic alliances and dynamics of the cities of Joondalup and Wanneroo. The program also reflects the continued requirements of the Flexible Learning Model such as an expanded Learning Resource Centre.

The implementation of this plan will ensure that North Metropolitan College of TAFE and Joondalup Campus continue to play a significant role as the main vocational education and training provider in the region and as a flexible delivery model. It will also allow the capitalisation on other strategic initiatives, such as the integration of the campus into the planned Technology Park Precinct, the potential to place a Police Academy adjacent to the Campus, the development of an enviromental and tourism focus, and the expansion of schools links with vocational education provision.

Keywords: North Metropolitan College of TAFE (W.A.) Open learning; Strategic planning; Organisational objective

AVAILABLE FROM: WA Vocational Education & Training Clearinghouse, Library & Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

AUSTRALIAN NATIONAL TRAINING AUTHORITY

229

TD/ANTA 53.01
Australian National Training Authority. (ANTA)
Australian Recognition Framework arrangements.
Brisbane: Australian National Training Authority, 1998. 24 p.

The Australian Recognition Framework (ARF) is a comprehensive approach to national recognition of vocational education and training (VET). It is based on a quality assured approach to the registration of training organisations seeking to deliver training, assess competency outcomes and issue qualifications.

This booklet has three sections:

- National principles for mutual recognition and for registration;
- National standards for registration; and,
- National operational protocols for external review, for fees for registration and for marketing.

Keywords: Australian Recognition Framework; Australia; National programme
ISBN: 0642253897

AVAILABLE FROM: Fax ANTA Publications Officer. Fax: +61 7 3246 2490; Ph: +61 7 3246 2300.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

230

TD/ANTA 53.02
Australian National Training Authority. (ANTA)
Australian Recognition Framework: ensuring quality training outcomes.
Melbourne: Australian National Training Authority, 1998. [3] p.

An outline of the aims, purposes and functions of the Australian Recognition Framework.

Keywords: Australian Recognition Framework; Australia; National programme

AVAILABLE FROM: Fax ANTA Publications Officer. Fax: +61 7 3246 2490; Ph: +61 7 3246 2300.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

COUNCIL OF ADULT EDUCATION

231

TD/CAE 53.01
Altinkaya, Judi.
Getting to grips with the gift horse's mouth: a study of the direct funding of a community-based education provider.
IN: New Zealand journal of adult learning Vol. 25,(1), May 1997, p. 8-25

Direct resourcing of education funding to the provider, commonly termed 'bulk funding' has become a feature of both pre- and post-compulsory educational provision in New Zealand since the education reforms of 1989.

The purpose of this article is to track the background policy process whereby a community-based non-formal educational provider, the National Association of ESOL Home Tutor Schemes, was invited to assume direct responsibility for funding from Vote:Education, and to examine some of the implications for this provider organisation in accepting direct resourcing by the Ministry of Education. Includes references.

Keywords: New Zealand; Adult education; Community education; Migrant adult education; Adult basic education; Educational administration; Financing policy; National Association of ESOL Home Tutor Schemes; Case study

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

232

TD/CAE 53.02
Arnott, Allan.

REAPing what you sow: exploring community education practices and processes.

IN: New Zealand journal of adult learning Vol. 25,(1), May 1997, p. 26-40

The author notes that there has been much debate about the nature of community adult education and community development with the terms themselves fraught with controversy and misunderstanding. Based on a recent study of REAPs, this article explores elements of community education and community development as they occur in REAP practice. Includes references.

Keywords: Community development; Community education; Rural education; Rural Education Activities Programme; REAP

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 9752; Fax: +61 3 9654 6759.

233

TD/CAE 53.03
Harrison, Margaret.

Understanding adult intellectual development.

IN: New Zealand journal of adult learning Vol. 25,(1), May 1997, p. 41-53

The focus of this article is on understanding the intellectual development of adults through a review of the literature. It examines common beliefs about adult learning and what influences those beliefs, and then identifies alternative ways of understanding adult intellectual development. It concludes that intellectual development can continue through adulthood; it is not the case that people develop till adolescence or early twenties, then decline. But as people age, they may become less adept at new learning, while becoming more able to perform well in particular areas of expertise. Includes references.

Keywords: Adult learning; Adult; Older people; Literature survey

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 9752; Fax: +61 3 9654 6759.

234

TD/CAE 53.04
Mills, Colleen.

Interaction in classes at a New Zealand university: some international students' experiences.

IN: New Zealand journal of adult learning Vol. 25,(1), May 1997, p. 54-70

The aim of this study was to understand the interactional processes within culturally diverse university classrooms, from the viewpoint of international students. The study gathered data from Asian international students studying at Lincoln University, New Zealand, focussing on their interactional experiences in tertiary classrooms through the techniques of group discussions, individual interviews, forced response surveys and classroom observations. Problems with language were identified as the most prominent problem. Includes references.

Keywords: Cultural awareness; Cultural factor; Intercultural communication; Foreign student

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 9752; Fax: +61 3 9654 6759.

235

TD/CAE 53.05
Reeder, Noel.

Wahine Maori: their participation in adult education.

IN: New Zealand journal of adult learning Vol. 25,(1), May 1997, p. 71-86

Although the number of wahine (Maori women) participating in adult education programmes in both mainstream and Maori settings has increased, wahine are still disproportionately under-represented. The aim of this study was to gain insight into the preferred learning environments of a small group of wahine. In seeking this understanding the study focused on the impact of schooling experiences; identifying motivation factors and preferred learning environments in respect to participation in adult education. Includes references.

Keywords: New Zealand; Maori; Women; Adult education; Participation; Disadvantaged; Ethnic group; Research results

AVAILABLE FROM: Interlibrary loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 9752; Fax: +61 3 9654 6759.

236

TD/CAE 53.06
Dakin, James.

Education in the New Zealand armed forces.

IN: New Zealand journal of adult learning Vol. 25,(2), October 1997, p. 9-30

This article outlines the history of education in the New Zealand armed forces. It details the development of the Army Educational and Welfare Service (AEWS) during the second world war, and the present Royal New Zealand Army Education Corps (RNZAEC), and describes the impact of war-time army education on peace-time adult education.

Keywords: Adult education; New Zealand; Article

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 9752; Fax: +61 3 9654 6759.

237

TD/CAE 53.07
Simons, Michele; Harris, Roger.
Non-participation in adult education: a case study of pre-marriage education programmes.
IN: New Zealand journal of adult learning Vol. 25,(2), October 1997, p. 31-52

This study explores the issue of non-participation in adult education. It outlines research in the area and then focuses on a case study of pre-marriage education, identifying the characteristics of non-participants and their reported reasons for non-participation. Includes references.

Keywords: Adult education; Participation; Marriage; Case study; Research results

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 9752; Fax: +61 3 9654 6759.

238

TD/CAE 53.08
Stover, Sue.
Fellow travellers: adult education amongst children: educating parents in the Playcentre movement 1941-1997.
IN: New Zealand journal of adult learning Vol. 25,(2), October 1997, p. 53-81

This article outlines the historic setting of Playcentre and the formative leaders who shaped its processes and forms of adult education. Initially established as centres to care for children and give mothers a break from parenting, Playcentres developed into centres of parent education, with the Playcentre Movement being at the forefront of the phenomenal growth in early childhood education in New Zealand for many years. Playcentre built on the work of the WEA in providing decentralised education for the parents of young children. With a highly democratic and participatory ethos and methodology, Playcentre has been a major springboard for the aspirations of women. Includes references.

Keywords: Parent education; Womens education; Community centre; Community education; Adult education; Preschool education; Article

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 9752; Fax: +61 3 9654 6759.

239

TD/CAE 53.09
Evans, Terry.
Open and Distance Learning Association of Australia.
Code of ethics for research in open and distance education.
Wagga Wagga: Open and Distance Learning Association of Australia, 1997. 28 p.

This code is based on the Australian Association for Research in Education (AARE) Code of Ethics. The purpose of the ODLAA Code is to provide a resource for researchers in the field to acquaint themselves with contemporary standards of ethical research practice. It also aims to provide a reference point for researchers who may be challenged about ethical conduct.

Keywords: Ethics; Educational research; Research policy; Research; Open learning; ODLAA; Distance study

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 9752; Fax: +61 3 9654 6759.

240

TD/CAE 53.10
Crombie, Alastair.
Learning Circles Australia: the ABC to learning circles.
ACT: Australian Association of Adult and Community Education, 1997. 8 p.

This booklet outlines the definition of a learning circle, organizing a learning circle, and facilitation and participating in a learning circle. Learning Circles Australia is a program of the Australian Association of Adult and Community Education.

Keywords: Learning; Study; Social participation; Group discussion; Independent study; Self-instruction; AAACE

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 9752; Fax: +61 3 9654 6759.

241

TD/CAE 53.11
Bradshaw, Delia.
Transforming lives, transforming communities: conceptual framework for further education curriculum.
Melbourne: Adult, Community and Further Education Board, 1997. 32 p.

This framework provides a concept map for navigating the complex terrain of further education curriculum. The ACFE Board in undertaking this framework, recognizes the need to diversify opportunities for lifelong learning and to strengthen the responsiveness of Adult Community Education (ACE) to learners. It discusses definitions of the term 'further education' and brings together key ideas and debates about adult education occurring around the world today. Infusing the framework is a vision that further education makes a significant contribution towards the creation of personal and social futures.

Keywords: Further education; Adult education; Vocational education; Curriculum design

AVAILABLE FROM: Interlibrary loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 9752; Fax: +61 3 9654 6759.
Other sources: Also available from ARIS, Language Australia, GPO Box 372F, Melbourne Vic.

242

TD/CAE 53.12
Dusseldorp Skills Forum.
Dusseldorp, Jack. (Ed.)
Australia's youth: reality and risk.
Sydney: Dusseldorp Skills Forum, 1998. 173 p.

This collection of research papers is the first of what is to become an annual report by the Dusseldorp Skills Forum on the situation of young Australians. It provides a national perspective on developments that have affected 15 to 19 year olds during the 1990's. It includes papers on school participation,

participation in vocational education and training, expenditure on education and training, the labour market and youth incomes. It also includes responses to the papers by the Australian Youth Policy and Action Coalition and the Australian Council of Social Service; the Evatt Foundation and the Australian Council of Trade Unions; and the Australian Chamber of Commerce and Industry and the Business Council of Australia. For individual entries for four of the papers see TD/CAE 53.13 to TD/CAE 53.16.

Keywords: Youth; Youth unemployment; Youth employment; Income; Educational expenditure; Outcome of education; Participation; Higher education; Vocational education; Vocational training; Transition from school to work

AVAILABLE FROM: Interlibrary loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 9752; Fax: +61 3 9654 6759.
Other sources: Dusseldorp Skills Forum, Sydney 2000. Ph: +61 2 9267 9222; Fax: +61 2 9267 7882.

243

TD/CAE 53.13
Wooden, Mark.

Labour market for young Australians.

IN:Australia's youth: reality and risk. Sydney: Dusseldorp Skills Forum, 1998. p. 29-50.

This paper provides a statistical overview of the labour market for teenagers drawing primarily on labour force survey data. Other issues that are examined in the paper include: the changing relationship between education and employment for teenagers; the changing composition of teenage unemployment; the rise in teenage unemployment; and the impact of youth wage structures on the demand for teenage labour.

Keywords: Youth; Labour market; Youth unemployment; Youth employment; Employment opportunity; Wage structure

AVAILABLE FROM: Interlibrary loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 9752; Fax: +61 3 9654 6759.
Other sources: Dusseldorp Skills Forum, Ph: +61 2 9267 9222; Fax +61 2 9267 7882.

244

TD/CAE 53.14
Robinson, Chris; Ball, Katrina.

Young peoples' participation in and outcomes from vocational education.

IN:Australia's youth: reality and risk. Sydney: Dusseldorp Skills Forum, 1998. p. 67-83.

In this article the authors note that changes that have occurred in the participation and outcomes of 15 to 19 year olds in the vocational education and training sector since 1990 that need to be considered in the context of a number of major funding and policy changes impacting on the sector since the late 1980s. This paper outlines these changes and gives statistics of participation rates for apprenticeships and traineeships. Includes references.

Keywords: Youth; Vocational education; Traineeship; Trainee; Apprenticeship; Apprentice; Participation; Outcome of education

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne 3000. Ph: +61 3 9652 0752; Fax +61 3 9654 6759.
Other sources: Dusseldorp Skills Forum, Ph: +61 2 9267 9222;Fax: +61 2 9267 7882.

245

TD/CAE 53.15
McClelland, Alison; Macdonald, Fiona; MacDonald, Helen.

Young people and labour market disadvantage: the situation of young people not in education or full-time work.

IN:Australia's youth: reality and risk. Sydney: Dusseldorp Skills Forum, 1998. p. 103-126.

This article examines the situation of young people engaged in marginal activities who, as a result, may face limited choices about their job and income situation in the future. It focuses on those 15-19 year olds who are neither in education or training, nor in full-time work. The paper concludes with a particular focus on the role of labour market programs and a brief comment on the youth allowance. Includes references.

Keywords: Youth; Labour market; Youth unemployment; Employment opportunity; Disadvantaged; Participation

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 9752; Fax: +61 3 9654 6759.
Other sources: Dusseldorp Skills Forum, Ph: +61 2 9267 9222; Fax: +61 2 9267 7882.

246

TD/CAE 53.16
Burke, Gerald.

Expenditure on education and training: estimates by sector and course.

IN:Australia's youth: reality and risk. Sydney: Dusseldorp Skills Forum, 1998. p. 141-155.

This paper provides a range of data on expenditure to contribute to the debate on the size and shape of funding of education and training. It provides an overview of aggregate expenditures on education and training and structured training by employers. It explores the expenditures allocated to various sectors and fields of education and training, and provides some illustrative examples of spending on young people in various pathways.

Keywords: Educational expenditure; Vocational education; Vocational training; Higher education; Secondary education; Primary education

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 9752; Fax: +61 3 9654 6759.
Other sources: Dusseldorp Skills Forum, Ph: +61 2 9267 9222; Fax: +61 2 9267 7882.

247

TD/CAE 53.17
Benseman, John; Findsen, Brian. (Eds.)

New Zealand journal of adult learning, vol.25, no.1, May 1997.

Auckland: Centre for Continuing Education, University of Auckland, 1997. 96 p.

This journal aims to provide a forum for the debate and analysis of the theory, research and practice relating to adults as learners and the contexts in which their learning occurs. The journal gives priority to studies about adult learning in New Zealand and is published twice a year in May and October.

Keywords: Adult education; Adult learning; New Zealand; Periodical

AVAILABLE FROM: Held by the Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne 3000. Ph: +61 3 9652 9752; Fax: +61 3 9654 6759.
Other sources: Contact address of publisher: Business Manager, NZJAL, c/o CCE, University of Auckland, Private Bag 92019, Auckland, New Zealand.

NEW ZEALAND

248

TD/NZ 53.01

Many voices: a journal of new settlers and multicultural education issues. 10.

This periodical is devoted to the many educational issues for minority ethnic groups. This issue covers the following: Jannie Van Hees offers suggestions for assisting students from non-English speaking backgrounds in the language that is the medium of learning in our classrooms; Ute Walker describes the problems and progress made in setting up the Deutsche Kinderklasse which was set up in response to a need for children's classes from families who had emigrated to New Zealand and were looking for a way to assist their children in keeping their first language; Patisepa Tuafuti hopes this study will stimulate classroom teachers to look more deeply into the problem of assisting bilingual students with effective educational experiences; Hilary A. Smith provides background information on the Lao and offers suggestions for classroom practice to aid in the teaching of Lao students.

For individual entries see TD/NZ 52.04 to TD/NZ 52.07.

Keywords: New Zealand; Periodical; Education; Multiculturalism; Language teaching; Teaching method; Classroom instruction
ISSN: 1171-1353

AVAILABLE FROM: Learning Media Orders Department, Box 3293, Wellington, New Zealand. Fax: (04) 472 6444. NZ$9.95.
Other sources: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

249

TD/NZ 53.02

Many voices: a journal of new settlers and multicultural education issues. 8.

This periodical is devoted to the many educational issues for minority ethnic groups. This issue covers the following: Rosalie Barwick and Marilyn Lewis describe an experiment in partnership teaching in the polytechnics; Patrick O'Connor's article looks at the aims and objectives of the Pasefika Education and Employment Training Organisation, the courses that are offered, outcomes and sundry activities.

For individual entries see TD/NZ 43.07 to TD/NZ 43.08.

Keywords: New Zealand; Periodical; Education; Multiculturalism; Pasefika Education and Employment Training Organisation; Team teaching
ISSN: 1171-1353

AVAILABLE FROM: Learning Media Orders Department, Box 3293, Wellington, New Zealand. Fax: (04) 472 6444. NZ$9.95.
Other sources: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

250

TD/NZ 53.03

New Zealand. Education and Training Support Agency.

Guide to the Industry Training Act.

[Wellington]: Education and Training Support Agency, 1992. 16 p.

This is a brief guide to the contents of the Act. The responsibilities, recognition and funding of Industry Training Organisations, industry skill standards, transitional arrangements, dissolution of Industry Training Boards, and the role of government agency are the sections that are covered.

Keywords: New Zealand; Legislation; Training system; Industry Training Act
ISBN: 0477027202

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

251

TD/NZ 53.04

New Zealand Council of Trade Unions.

Building a better work-place.

Wellington: NZCTU, 1992. 35 p.

This booklet states that successful workplace reform hinges on the integration of skills, training, work organisation, industrial relations and new technologies in one cohesive package. This is brought together and coordinated through joint union/management consultative committees at workplace and company/industry levels.

Keywords: New Zealand; On-the-job training; Union; Industry restructuring

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

252

TD/NZ 53.05

Working together: employment relations in the 1990s: volume one.

Wellington: New Zealand Employers' Federation, 1992. 26 p.

This resource kit consists of two volumes. They are designed to help transition teachers and students understand recent changes in employment relations processes, legislation and structures, so that they may be in a better position to make informed decisions in the world of work.

The aims of volume one are to foster an understanding of important employment relations concepts, placing specific emphasis on the Employment Contracts Act and to help teachers to make effective use of the student centred material in volume 2 of this resource kit.

Teachers' background information on the Employment Contracts Act

Keywords: New Zealand; Labour contract; Conditions of employment; Legislation; Transition from school to work

ISBN: 0908913176

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

253

TD/NZ 53.06

Working together: employment relations in the 1990s: volume two.

Wellington: New Zealand Employers' Federation, 1992. 54 p.

This resource kit consists of two volumes. They are designed to help transition teachers and students understand recent changes in employment relations processes, legislation and structures, so that they may be in a better position to make informed decisions in the world of work.

The aim of volume two is to help students to understand and take an effective part in workplace relations, to gain an understanding of how the New Zealand economy works and to participate effectively in the economy.

Student resource and teachers' guide notes

Keywords: New Zealand; Labour contract; Conditions of employment; Legislation; Transition from school to work
ISBN: 0908913184

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

254

TD/NZ 53.07

Training action manual: responding to the training challenge.

Wellington: New Zealand Employers' Federation, 1991. 32 p.

The purpose of this training manual is to help employers who realise that in a competitive environment, business survival and future growth depend on the competency and commitment of staff and who are looking for ways to achieve this through training.

This manual can be used to review existing training policies and systems and to develop new methods and strategies for skills development in an organisation.

Keywords: New Zealand; Workplace education; Training within industry; Training guide
ISBN: 0908913087

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.

255

TD/NZ 53.08

New Zealand. Ministry of Education.

Future qualifications policy for New Zealand: a plan for the National Qualifications Framework.

Wellington: Ministry of Education, 1997. 39 p.

This green paper outlines the current position of New Zealand's qualifications policy and Government thinking on how the issues that have arisen in implementing the National Qualifications Framework (NQF) may be addressed.

The proposals presented here are at a broad policy level, rather than a detailed technical level. There is a need to agree first on policy issues such as the goals of the NQF, which qualifications should be covered by the NQF, and who should approve NQF qualifications. These are fundamental to the credibility of New Zealand's qualifications system, and have to be decided before more technical matters can be addressed.

Keywords: New Zealand; Future; EducationPolicy; National Qualifications Framework
ISBN: 0477050611

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.
Other sources: Internet version available at: http://www.minedu.govt.nz/data/nqf/paper.htm (accessed June 1998)

256

TD/NZ 53.09

New Zealand. Ministry of Education.

Quality teachers for quality learning: a review of teacher education.

Wellington: Ministry of Education, 1997. 24, 48 p.

This green paper addesses a central theme of the strategic framework for education reform - lifting educational attainment. Since achievement is directly linked to teacher quality, and teacher quality is in turn influenced by effective teacher education, the strategy includes this review of teacher education.

Keywords: New Zealand; Teacher training; Quality
ISBN: 0477050689

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.
Other sources: Internet version available at: http://www.minedu.govt.nz/Teacher/Review97/paper/content.htm (accessed June 1998)

257

TD/NZ 53.10

New Zealand. Ministry of Education.

Future tertiary education policy for New Zealand: tertiary education review.

Wellington: Ministry of Education, 1997. 96, 8 p.

The booklet provides an overview of the 1997 Tertiary Education Review Green Paper. The review considers key issues affecting tertiary education in New Zealand, and suggests ways of moving forward. It sets out the Government's goals for tertiary education and discusses future reforms of the Government's resourcing, regulation and ownership roles in tertiary education.

The issues and approaches raised in the booklet are fully discussed in the Tertiary Education Review Green Paper. Tertiary education covers all forms of education and training beyond secondary education. The focus is on education leading to formal qualifications. It focuses on examining the pressures and trends which will influence demands on tertiary education, clarifying the Government's goals for tertiary education for the next ten to fifteen years, and defining how the Government's resourcing, regulatory and ownership roles can best help to achieve these objectives.

Contents: Green paper accompanied by Overview

Keywords: New Zealand; Policy formation; Higher education
ISBN: 0477050670

AVAILABLE FROM: ILL from Auckland

Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.
Other sources: Internet version available at: http://www.minedu.govt.nz/Tertiary/Review97/paper/overvw.htm (accessed June 1998)

INTERNATIONAL

258

TD/INT 53.01

United Nations Educational, Scientific and Cultural Organization. (UNESCO)

Adult education: the Hamburg Declaration: the Agenda for the Future.

Fifth International Conference on Adult Education: "Hamburg, Germany", 14-18 July 1997.

Hamburg, Germany: UNESCO, 1997. 55 p.

This booklet gives a brief presentation on the issues discussed at the Fifth International Conference on Adult Education. At this time both the Hamburg Declaration on Adult Learning and the Agenda for the Future were adopted. The text of both documents is provided. The Hamburg Declaration sets out the vision that adult learning is a shared responsibility. The Agenda for the Future outlines in detail the concerns that need to be addressed in order to achieve the objectives of the Hamburg Declaration.

Keywords: Adult learning; Hamburg Declaration; Agenda for the Future

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

Other sources: CONFINTEA homepage: http://unesco.uneb.edu/confintea (accesssed June 1998)

259

TD/INT 53.02

Muller-Warson, Liliane.

Vocational training in the tourist industry: a documentary study.

Luxembourg: Office for Official Publications of the European Communities, 1992. 146 p. *(CEDEFOP document)*

This documentary study is based on national dossiers with the general objective of creating documentary support for a series of measures to be launched by CEDEFOP. The most significant factors that emerged are described within this document. Part one gives an overview of vocational training strands in the education systems of a range of countries: Belgium, Denmark, Federal Republic of Germany, Greece, Spain, France, Ireland, Italy, Netherlands, Portugal and the United Kingdom. The description of the provision of training is followed by a review of the training programmes.

Part two highlights the importance of tourism at the national level. In all member countries it is generally part of the economic development policy. But apart from a few case studies there are no indepth studies on development policies that quantify the implications for employment or the impacts on training requirements or the indirect effects on other sectors. Part three lists publications related to research both on the qualitative and quantitative aspects of tourism. The particulars include publications analysing the content of training for managers and certain training programmes for managers.

Keywords: Vocational training; Tourist industry; Skill development
ISBN: 9282622002

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

260

TD/INT 53.03

Technical and vocational education and training: proceedings of the Regional Seminar on Technical and Vocational Education and Training.

Regional Seminar on Technical and Vocational Education and Training: Manila, Philippines, 22-27 January 1990

Manila, Philippines: Asian Development Bank, 1990. iv, 707 p.

This seminar was designed to enable participants to discuss policies for the development of skilled manpower. During the seminar five broad themes were uncovered. These were: philosophy, rationale and systems of technical and vocational education and training (TVET); role of the private sector in the development of TVET; planning of TVET; financing of TVET; and policies and strategies for the development of TVET.

In addition to a summary of the proceedings copies of the resource papers are provided. These include:

- Technical and vocational education and training: an overview by V. Murugasu;
- Philosophy, rationale and systems of technical and vocational education and training by David John Rumsey;
- Vocational training policy: international issues by Jon Lauglo;
- Economic change and the demand for nonformal training by Wellford W. Wilms;
- Education and skills development: planning issues by Christopher Dougherty;
- Financing shills for development: an evolving role for the public sector by Adrian Ziderman;
- Skills training for productivity: strategies for improved efficiency in developing countries by John Middleton, Adrian Ziderman and Arvil Van Adams.

For individual entries see TD/INT 53.10 to TD/INT 53.16.

Keywords: Vocational training; Skill development; Conference

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.
Other sources: Available upon request from Information Office, Asian Development Bank, P. O. Box 789, 1099 Manila, Philippines.

261

TD/INT 53.04
Lee, Sang-Joe.
Instructor training in advanced technology.
1994?. Unpublished.15 p.

Seoul Institute for Vocational Training in Advanced Technology (SIVAT) was established in July 1989 to train foreign instructors in high technical education to conduct vocational training for skilled manpower and to introduce advanced technology through the mutual exchange of up-to-date information in order to accelerate economic and social development in Asian and the Pacific region as a cooperative programme between APSDEP and the Republic of Korea.

Areas covered by this report are: an outline of the training phrases, strategies and methods; the training activity; curriculum and training for the MTE and FA courses; and suggestions on the selection process and curriculum development.

Keywords: Korea; Training of trainers

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

262

TD/INT 53.05
Parsons, David; Marshall, Vivien.
Skills, qualifications and utilisation: a research review.
[Moorfoot, Sheffield]: Department for Education and Employment, 1995. 76 p.
(Research series, no.67)

The relationship between skill change, qualification change and utilisation is complex. The processes are still obscure. Change is rapid, mostly incremental, and often discernible only after it has happened. Continuing development demands effective employer and employee access, relevance and cost-effectiveness. This emphasises the importance of a responsive qualifications framework with design parameters which do not prejudge work organisation or unduly constrain qualification design in terms of content or presentation. It also brings into question the desirability and practicality of identifying skill change, beyond what is needed to establish appropriate qualification frameworks. If the VET system is sufficiently flexible and responsive to allow elements to be selected according to need and the content to be quickly updated, less detriment will result from our lack of a crystal ball.

Keywords: UK; Skill development
ISBN: 0863924719

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.
Other sources: Research Strategy and Budgets, Room W441, Department for Education and Employment, Moorfoot, Sheffield S1 4 PQ. Ph: 0114 259 3932

263

TD/INT 53.06
Hunt, Martha; Levy, Margaret.
Work based learning: the flow chart for core analysis: a technique for analysing work activity using work based learning core skills.
Bristol: Staff College, 1992. 43 p.

This document offers one technique for core analysis and provides a structure which helps the analysis to be carried out methodically so that important aspects of skilled performance are not left unexamined. It offers a structured approach to analysing occupational performance which is not confined to specialists but can be used by supervisors/tutors/trainers and by worker-learners.

This document provides a manual for the flow chart technique of core analysis. It includes notes for supervisors/tutors/trainers, learners' guides, learners' core analysis workbook, notes on ways of presenting the results of core analysis, examples of ways of presenting the results of core analysis.

Keywords: UK; Workplace education; Learning process
ISBN: 1856630056

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

264

TD/INT 53.07
Technical Education and Skills Development Act of 1994 (Republic Act no. 7796) with implementing rules and regulations.
[Philippines?]: Legislative Affairs Staff, Public Information Division, 1996?. 56 p.

This booklet contains:

- the text of the Republic Act no. 7796;
- the text of Rules and Regulations Implementing the TESDA Act of 1994;
- an historical brief; and,
- a list of the members of the Bicameral Conference Committee.

Keywords: Philippines; Law; Vocational education

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

265

TD/INT 53.08
Paying their way: the experience of adult learners in vocational education and training in FE colleges.
London: Further Education Unit, 1993. 48 p.

This report records the experience of nearly 60 adult learners in further education (FE) over the period of a year. It shows a remarkable degree of satisfaction with programmes and courses of study but far less satisfaction with support and other college services. It raises the serious financial issues which confront many adults wishing to return to education and training, highlighting many anomalies and inconsistencies in the benefit and grant systems.

Keywords: UK; Adult learning; Student evaluation

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

266

TD/INT 53.09

OVTA: Overseas Vocational Training Association.

Chiba City, Japan: Overseas Vocational Training Association, 1994. [3] p.

This leaflet outlines the purpose, functions and activities of the Overseas Vocational Training Association.

Keywords: Japan; Overseas Vocational Training Association; OVTA

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

267

TD/INT 53.10

Murugasu, V.

Technical and vocational education and training: an overview.

IN:Technical and vocational education and training: proceedings of the Regional Seminar on Technical and Vocational Education and Training, Manila, Philippines, 22-27 January 1990. Manila, Philippines: Asian Development Bank, 1990. p. 93-289

The aim of this paper was to provide seminar participants with a broad technical and vocational education and training (TVET) background so that they will at the outset have an overview of the complex subject that constitutes TVET. In view of the difficulties of accessing TVET literature in the region, the paper also attempts to provide a comprehensive picture of recent developments on the subject. The paper does not presume to pose any solutions to the numerous TVET issues but does highlight some of the major issues confronting TVET in the Asian and Pacific region, as well as the various approaches and strategies being adopted in both developed and developing countries for the provision of TVET.

The paper first discusses TVET developments in the developed countries, the problems encountered and the approaches taken to resolve outstanding issues. Then it considers the experiences of developing member countries in the Asian and Pacific region. Finally, the paper discusses some major TVET concerns in the developing member countries of the Asian Development Bank.

See TD/INT 53.03 for further details of the seminar.

Keywords: Vocational education; Technical education; Trend

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

268

TD/INT 53.11

Rumsey, David John.

Philosophy, rationale and systems of technical and vocational education and training.

IN:Technical and vocational education and training: proceedings of the Regional Seminar on Technical and Vocational Education and Training, Manila, Philippines, 22-27 January 1990. Manila, Philippines: Asian Development Bank, 1990. p. 294-358

This paper provides a comprehensive review of the philosophy, rationale and systems of technical and vocational education and training (TVET), drawing on developments and countries' experiences from around the world. Particular emphasis is given to the typical contextual, operational and planning issues facing TVET authorities in developing countries. The paper addresses a number of crucial factors which influence the rationales likely to be adopted for TVET systems in the developing member countries of the Asian Development Bank. It is within this context that the paper focuses on those philosophies, rationales and their associated structures and strategies considered most suitable for future TVET systems in the Bank's developing member countries.

See TD/INT 53.03 for further details of the seminar.

Keywords: Vocational education; Technical education; Trend

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

269

TD/INT 53.12

Lauglo, Jon.

Vocational training policy: international issues.

IN:Technical and vocational education and training: proceedings of the Regional Seminar on Technical and Vocational Education and Training, Manila, Philippines, 22-27 January 1990. Manila, Philippines: Asian Development Bank, 1990. p.361-412

Training of skilled manual work has in recent years received much attention from policymakers and development agencies. Among the reasons are low economic growth rates and high rates of youth unemployment. These problems are most acute in developing countries but are also important in industrialised countries. There is an international shared concern with training, for policymakers see training as one of the means by which to improve economic performance and to hold youth unemployment at bay, though there is debate about whether this is a realistic training expectation. But the very conditions which cause political concerns to improve and expand training also constrain implementation for vocational training is costly and difficult to implement even under generous public finance and public finance is now extremely tight in nearly all countries.

See TD/INT 53.03 for further details of the seminar.

Keywords: Vocational education; Trend; International

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

270

TD/INT 53.13

Wilms, Wellford W.

Economic change and the demand for nonformal training.

IN:Technical and vocational education and training: proceedings of the Regional Seminar on Technical and Vocational Education and Training, Manila, Philippines, 22-27 January 1990. Manila, Philippines: Asian Development Bank, 1990. p.416-474

Rapid shifts in the world's economy, rising costs of debt and increasing rates of educational participation have caused nations to search for increased efficiency to stretch scarce resources further. Developing nations are particularly hard pressed. On the one hand, they must become more efficient, and on the other expand their vocational education and training programmes to meet their economies' demand for skilled labour. Such pressures are leading developing nations to consider ways of harnessing nonformal sector institutions to improve their efficiency while expanding their resource base. This paper describes the sector use in ten developing member countries (DMCs) of the Asian Development Bank. The paper concludes with a summary of findings and recommendations.

See TD/INT 53.03 for further details of the seminar.

Keywords: Vocational education; Economics of education

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

271

TD/INT 53.14

Dougherty, Christopher.

Education and skills development: planning issues.

IN:Technical and vocational education and training: proceedings of the Regional Seminar on Technical and Vocational Education and Training, Manila, Philippines, 22-27 January 1990. Manila, Philippines: Asian Development Bank, 1990. p. 477-523

The primary focus of this paper will be the process by which skills are developed. The first chapter is devoted to this topic. Once the discussion is complete the paper will move on to its implications for manpower development planning in general and institutional training in particular.

See TD/INT 53.03 for further details of the seminar.

Keywords: Vocational education; Skill development; Planning

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

272

TD/INT 53.15

Ziderman, Adrian.

Financing skills for development: an evolving role for the public sector.

IN:Technical and vocational education and training: proceedings of the Regional Seminar on Technical and Vocational Education and Training, Manila, Philippines, 22-27 January 1990. Manila, Philippines: Asian Development Bank, 1990. p. 527-583

In most countries, including those in Asia, governments assume an active role in skills development. The basic tenet of this paper is that, while such an active role may be appropriate, the nature of this involvement should parallel institutional development and economic change. In particular, the balance of activities among their three areas of supportive services, training provision and finance will need to shift, reflecting changes in the rationales for such intervention with the process of development.

See TD/INT 53.03 for further details of the seminar.

Keywords: Skill development

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

273

TD/INT 53.16

Middleton, John; Ziderman, Adrian; Van Adams, Arvil.

Skills training for productivity: strategies for improved efficiency in developing countries.

IN:Technical and vocational education and training: proceedings of the Regional Seminar on Technical and Vocational Education and Training, Manila, Philippines, 22-27 January 1990. Manila, Philippines: Asian Development Bank, 1990. p. 588-672

Four issues need to be addressed in order to develop strategies for improving the efficiency of skills training:

- what is the economic context of training?
- what is the capacity of skills training systems to efficiently provide and finance the amount, type and quality of skills development needed for economic growth?
- what overall policy options offer the most promise in developing strategies to improve training efficiency?
- what policy strategies are appropriate for different economic contexts?

The policy issues are of considerable importance in all economies and particularly so in developing countries. Skill constraints on growth must be avoided. At the same time, resources are scarce and must be used in the most productive manner for the benefit of individuals and for society as a whole. This paper addresses the issues and suggests extensive analysis of research and experience in developed and developing countries.

See TD/INT 53.03 for further details of the seminar.

Keywords: Skill development

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

274

TD/INT 53.17

Winterton, Jonathan; Winterton, Ruth.

Collective bargaining and consultation over continuing vocational training.

Moorfoot, Sheffield: Employment Department, 1994. 48 p.

The focus of this research is on collective bargaining and consultation over arrangements for vocational training. It is in four parts. The introduction outlines the objectives and methods of research, examines government initiatives in vocational training and provides a background summary of recent developments in trade union policy and practice on training. The second part analyses the work of four training organisations at sector level. The third section presents experience at enterprise level in seven case studies. Finally, the conclusions offer a synthesis of the findings and a summary of what is considered to be best joint practice in the provision of vocational training.

Keywords: UK; Consultation; Vocational education; Collective bargaining

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

Other sources: Research Strategy and Budgets, Room W441, Department for Education and Employment, Moorfoot, Sheffield S1 4 PQ Ph: 0114 259 3932

275

TD/INT 53.18

Morris, Bill; Edmonds, John.

Training for Britain's economic success.

London: TGWU GMB, 1991?. [10] p.

This statement of intent highlights the increasing importance of training to Britain's industrial and economic success. As capital becomes more mobile, technology improves, international competition intensifies and quality becomes more important to customers, it is the skill invested in human beings that makes the difference between success and failure.

Keywords: UK; Economic implication; Training

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

276

TD/INT 53.19

European Centre for the Development of Vocational Training. (CEDEFOP)

Policy guidelines for medium-term priorities 1997 to 2000.

Luxembourg: Office for Official Publications of the European Communities, 1997. 29 p.

This document provides the text of the Management Board decisions which outline the three thematic priorities for the activities of the centre. The priorities are: promoting competencies and lifelong learning, monitoring developments in vocational education and training in the member states, and serving European mobility and exchanges.

Chairman of the Management Board: Tom O'Dwyer

Keywords: CEDEFOP; Future; Policy statement; Vocational training

ISBN: 9282796353

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

277

TD/INT 53.20

Tirmazi, S. Irshad Hussain.

Country report: Pakistan.

Asian Pacific Workshop on Vocational Education at Distance: Seoul, Korea, October 8-10 1996.

1996. Unpublished. [20] p.

This paper provides general information on the education system in Pakistan. In view of the inability of the formal education system to cope with the fast growing educational and training needs of the masses, the Education Policy was the first official document to put forward the idea of an open learning system through distance education. To meet a wide range of educational, including vocational education, and social needs Allama Iqbal Open University plays a special role. The focus narrows down to the distance options offered by the Allama Iqbal Open University. See TD/QLD 48.04 for a published set of conference papers.

Keywords: Pakistan; Vocational education; Distance study

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

278

TD/INT 53.21

Kim, Jae-Woong.

Alternative to human resources development (HRD) in Korea: the new college system.

The 4th International Workshop on Vocational Education and Distance Education: Seoul, Korea, October 8-10, 1996.

1996. Unpublished. 7 p.

It is a new trend that the concept of human resources development (HRD) began to integrate human capital and human needs aspects. This is related to the new perspective on human resources: that humans themselves have their own needs and that the satisfaction of these needs affects the full utilization of human resources.

The New College System is

thought to contribute to upgrading the skills and knowledge of the employees required by industry for the information-intensive society and thus increasing the national competitiveness on one hand and meeting the needs of those to receive higher education and ensuring the happiness and quality of life of an individual on the other hand. Furthermore, this system can play a role in raising the overall educational standard of the adult population engaged in economic activities by enabling them to further their education without leaving their place of work.

See TD/QLD 48.04 for a published set of conference papers.

Keywords: Korea; Skill development; Human resources

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

279

TD/INT 53.22
European Centre for the Development of Vocational Training. (CEDEFOP)
CEDEFOP work programme 1997.
Luxembourg: Office for Official Publications of the European Communities, 1997. 84 p.

The work programme is the first to be prepared in the context of the medium term priorities agreed by the Management Board. Its aim is to take forward the process of renewal and refocusing of CEDEFOP and its activities. This process seeks to improve their relevance and impact on the development of vocational education and training policy and practice.

The work programme seeks to explain more clearly the Centre's role and aims to provide a more focused approach for its activities by centring them around clear themes and priorities. It also outlines the specific aims and outcomes expected of, or the task to be carried out by, each activity. In parallel with a clearer focus for its work, the Centre is also seeking to improve its administration and the work programme also contains specific proposals in this area.

Chairman of the Management Board: Tom O'Dwyer

Keywords: CEDEFOP; Outcome of education; Programme
ISBN: 9282796337

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

280

TD/INT 53.23
Luan, Chieu Quoc.
Present state of education system at a distance and its potential and limitation in Vietnam.
[199-?]. Unpublished. 3 p.

A brief paper outlining the need for a distance education system in Vietnam. The advantages and the barriers to putting a system into place are covered.

Keywords: Vietnam; Distance study

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

281

TD/INT 53.24
Philippines. Technical Education and Skills Development Authority. (TESDA)
Equipping the citizen worker for global competitiveness.
Manila: TESDA, [1995?]. 16 p.

This booklet gives details of the objectives, powers, functions and responsibilities of the Technical Education and Skills Development Authority (TESDA).

Keywords: Philippines; TESDA; Training system

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

282

TD/INT 53.25
Payne, Joan.
Options at 16 and outcomes at 24: a comparison of academic and vocational education and training routes.
Moorfoot, Sheffield: Research Strategy Branch, Department for Education and Employment, 1995. 35 p.
(Youth Cohort Report, no. 35)

This report considers the decisions which young people make at the end of compulsory education about ways of gaining further education and training. The five most important options are full time academic education, full time vocational education, full time education which mixes academic and vocational courses, apprenticeships and non-apprenticeships.

Keywords: UK; Youth; Training system; Decision making
ISBN: 0863924654

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.
Other sources: Research Strategy Branch, Department for Education and Employment, Moorfoot, Sheffield S1 4PQ, UK. Ph: +0114 259 3932

283

TD/INT 53.26
Cheng, Yuan.
Staying on in full-time education after 16: do schools make a difference?
Moorfoot, Sheffield: Research Strategy Branch, Department for Education and Employment, 1995. 31 p.
(Youth Cohort Report, no. 37)

This report examines the factors associated with staying on in full time education post 16 among students attending schools in the public sector in England. The main factors are individual differences in staying on, local labour market and ward of residence, school differences in staying on, differences in staying on across local education authorities and academic courses verses vocational courses.

Keywords: UK; Youth; Educational opportunity

ISBN: 0863924670

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Interlibrary loan.
Other sources: Research Strategy Branch, Department for Education and Employment, Moorfoot, Sheffield S1 4PQ, UK. Ph: +0114 259 3932

284

TD/INT 53.27
Casey, Bernard; Smith, David.

Truancy and youth transitions.

Moorfoot, Sheffield: Research Strategy Branch, Department for Education and Employment, 1995. 45 p.
(Youth Cohort Report, no. 34)

The study shows that, after allowing for the effects of exam performance in the fifth year of secondary school and for social background factors, truancy is strongly associated with poor outcomes in education, training, and the labour market over the three years following compulsory education.

More specialised research is needed to throw further light on what schools can do, but this study shows not only that truancy is important as a determinant of later outcomes but also that school factors may influence it.

Keywords: UK; Youth; Outcome of education
ISBN: 0863924565

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Interlibrary loan.
Other sources: Research Strategy Branch, Department for Education and Employment, Moorfoot, Sheffield S1 4PQ, UK. Ph: +0114 259 3932

285

TD/INT 53.28
Gray, John; Jesson, David; Tranmer, Mark.

Local labour market variations in post-16 participation: evidence from the end of the eighties.

Moorfoot, Sheffield: Research Strategy Branch, Department for Education and Employment, 1994. 31 p.
(Youth Cohort Report, no. 26)

In this report the variations are explored between local labour markets in post-16 participation at the end of the eighties. An attempt is made to establish how far differences in participation rates are related to the characteristics of the local labour markets themselves. In looking at the effects of different local labour markets on participation the authors try to isolate that part of the overall relationship that may be uniquely attributable to differences between local labour markets rather than other sources.

Keywords: UK; Youth; Labour market

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Interlibrary loan.
Other sources: Research Strategy Branch, Department for Education and Employment, Moorfoot, Sheffield S1 4PQ, UK. Ph: +0114 259 3932

286

TD/INT 53.29
Witherspoon, Sharon.

Careers advice and the careers service: the experiences of young people.

Moorfoot, Sheffield: Research Strategy Branch, Department for Education and Employment, 1995. 57 p.
(Youth Cohort Report, no. 33)

In the five years between 1987 and 1992 there has been an increase in the proportion of young people saying that Careers Officers or careers guidance teachers have helped young people make their decisions about what they do at the end of their compulsory education. There is an even greater increase in the proportion of young people saying that their families or friends have given them help. Young people are getting more advice from all sources as they make their decisions about the desirability of remaining in full time education beyond the minimum school leaving age.

Keywords: UK; Youth; Outcome of education
ISBN: 0863924530

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Interlibrary loan.
Other sources: Research Strategy Branch, Department for Education and Employment, Moorfoot, Sheffield S1 4PQ, UK. Ph: +0114 259 3932

287

TD/INT 53.30
Beaton, Danny.

Cost-effectiveness of open and flexible learning for TECs.

Moorfoot, Sheffield: Research Strategy Branch, Department for Education and Employment, 1995. 29 p.
(Research series, no. 53)

The costs, hidden costs, benefits and comparative cost-effectiveness of open and flexible learning to Training Enterprise Councils (TECs) and factors influencing the relative cost-effectiveness of open and flexible learning are the areas that make up the sections of this document.

Keywords: UK; Open learning; Flexible delivery; Evaluation
ISBN: 0863924549

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Interlibrary loan.
Other sources: Research Strategy Branch, Department for Education and Employment, Moorfoot, Sheffield S1 4PQ, UK. Ph: +0114 259 3932

288

TD/INT 53.31
Jewson, Nick; Mason, David; Drewett, Alison; Rossiter, Will.

Formal equal opportunities policies and employment best practice.

Moorfoot, Sheffield: Research Strategy Branch, Department for Education and Employment, 1995. 85 p.
(Research series, no. 69)

The project reported on here is an investigation of the relationships between formal equal opportunities policies, employment best practice and outcomes for ethnic minority groups. The research entailed in-depth case studies of seven organisations selected on the basis of their reputations for good practice and was conducted utilising partially structured interviews as well as the analysis of documentary and statistical materials. The aim of the study was to explore and describe the programmes introduced in each organisation and to draw out lessons which could be learnt from their experience.

Keywords: UK; Best practice; Equal opportunity; Evaluation
ISBN: 0863924735

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.
Other sources: Research Strategy Branch, Department for Education and Employment, Moorfoot, Sheffield S1 4PQ, UK. Ph: +0114 259 3932

289

TD/INT 53.32
Berry-Lound, Dorothy.
ITO non-members survey: summary report.
Moorfoot, Sheffield: Research Strategy Branch, Department for Education and Employment, 1994. 24 p.

The research presented in this report is mainly concerned with the perceptions of Industry Training Organisation (ITO) effectiveness by employers who have not directly experienced ITO services, who these employers look to for relevant training services and their views on sector training support generally.

Keywords: UK; Private training provider; Industry; Training

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.
Other sources: Research Strategy Branch, Department for Education and Employment, Moorfoot, Sheffield S1 4PQ, UK. Ph: +0114 259 3932

290

TD/INT 53.33
Crowley-Bainton, Theresa; Wolf, Alison.
Access to assessment initiative.
Moorfoot, Sheffield: Research Strategy Branch, Department for Education and Employment, 1994. 39 p.

The Access to Assessment Initiative (AAI) was established to improve, broaden and facilitate access to assessment for National Vocational Qualifications (NVQs), including the assessment and accreditation of prior learning (APL) for individuals and employers.

The aims and objectives of the Initiative included: advising employers on NVQ implementation and on provision on NVQ assessment and verification for employees; ensuring APL services were available to individuals; training other APL advisers and training subject specialist assessors in APL assessment; and, offering to employers skills audits using national standards.

Keywords: UK; Skill certification; National Vocational Qualifications; NVQ; Access to Assessment Initiative; AAI

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.
Other sources: Research Strategy Branch, Department for Education and Employment, Moorfoot, Sheffield S1 4PQ, UK. Ph: +0114 259 3932

291

TD/INT 53.34
Malan, Jack; Beeton, Danny.
Analysis of evaluation material on TEED's national development activities.
Moorfoot, Sheffield: Research Strategy Branch, Department for Education and Employment, 1994. 11 p.

The purpose of this study is to inform the development of an evaluation framework and strategy to reflect new arrangements for administering national development activities. As these arrangements have not yet been confirmed the proposed evaluation framework and strategy has to be flexible enough to match a variety of arrangements and to be developed over time. A key requirement of the evaluation framework, however, is to capture the effectiveness of national development activity as a whole in addressing key weaknesses in the vocational education and training (VET) market and to provide a coherent framework for evaluating the economic contribution of the public money involved.

Keywords: UK; TEED; Great Britain. Dept of Employment. Training, Enterprise and Education Directorate; Delivery system; Evaluation
ISBN: 0863924220

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.
Other sources: Research Strategy Branch, Department for Education and Employment, Moorfoot, Sheffield S1 4PQ, UK. Ph: +0114 259 3932

292

TD/INT 53.35
Watson, Andrew; Owen, Glyn; Aubrey, Jill.
Jobsmatch 1000 final evaluation report.
Moorfoot, Sheffield: Research Strategy Branch, Department for Education and Employment, 1994. 50 p.

Jobsmatch 1000 was conceived as a means of helping to revitalise inner city communities. The scheme has been piloted in the Task Force Area (TFA) of Bradford, West Yorkshire, under the auspices of the Bradford Task Force. This inner city community has a higher than average unemployment rate, and a high proportion of people from ethnic minority backgrounds. Jobsmatch 1000 was designed with the overall aim of assisting the residents of the TFA into jobs through training.

Keywords: UK; Jobsmatch 1000; Training opportunity; Employment; Evaluation
ISBN: 0863924093

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8

8333 8400; Fax: +61 8 8331 9211.
Interlibrary loan.
Other sources: Research Strategy Branch, Department for Education and Employment, Moorfoot, Sheffield S1 4PQ, UK. Ph: +0114 259 3932

293

TD/INT 53.36

TECs and women: action issues.

London: Business in the Community, [1995?]. [6] p.

This leaflet outlines recommendations from key employers, selected Training Enterprise Councils (TECs), the Training Agency, the Equal Opportunities Commission and Business in the Community. For British companies to be profitable in the long-term, far greater emphasis is needed on opportunities for women in employment, training and enterprise. By acting on the suggestions outlined in this leaflet, TECs could achieve a major impact on skills shortages while helping to release the full economic potential of half of the workforce.

Keywords: UK; Women; Training Enterprise Council; TEC; Equal opportunity

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

294

TD/INT 53.37

Gurcharn, Charanjit S. Nee.

Reading and understanding texts.

Singapore: Longman Singapore, 1990. 84 p.

(English for academic purposes, module 1)

This series was written with the aim of meeting the needs of students who require guidance in English language and study skills to pursue engineering courses at post-secondary and tertiary level educational institutions.

This module has two purposes:

- to provide help in assessing how relevant the reading materials are, and,
- to help the student make a detailed and critical study of the content of the text.

Keywords: English (second language); Reading; Migrant education
ISBN: 9971891743

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

295

TD/INT 53.38

Choy, Chew Yeong; Cherk, Lee Ming.

Answering essay-type questions.

Singapore: Longman Singapore, 1990. 158 p.

(English for academic purposes, module 2)

This series was written with the aim of meeting the needs of students who require guidance in English language and study skills to pursue engineering courses at post-secondary and tertiary level educational institutions.

The purpose of this module is to help the student understand what a question requires you to write on, select relevant information for the answer, organise the information to suit the question and use the correct language to present the information.

Keywords: Study skills; Writing process
ISBN: 9971891751

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

296

TD/INT 53.39

Rajagopalan, Rohini.

Writing laboratory and workshop reports.

Singapore: Longman Singapore, 1990. 90 p.

(English for academic purposes, module 3)

This series was written with the aim of meeting the needs of students who require guidance in English language and study skills to pursue engineering courses at post-secondary and tertiary level educational institutions.

This module will help the student write a clear, accurate and logically organised laboratory or workshop report. This detailed account will be used to judge the student's interpretations of the results and the validity of the conclusions.

Keywords: Writing process; Study skills
ISBN: 997189176X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

297

TD/INT 53.40

Chacko, Sally Ann; Siregar, Harold Apul.

Writing research papers.

Singapore: Longman Singapore, 1990. 119 p.

(English for academic purposes, module 4)

This series was written with the aim of meeting the needs of students who require guidance in English language and study skills to pursue engineering courses at post-secondary and tertiary level educational institutions.

This module has two purposes:

- to help students to write an academic research paper as part of a course in an academic institution, such as a school, college or polytechnic, and,
- to help any individual who needs to obtain information on a topic and to organise and present it as a written paper.

Keywords: Study skills; Writing process; Research paper
ISBN: 9971891778

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

298

TD/INT 53.41
Peroni, Giovanni; Guerra, Duccio.
Occupations in the hotel sector within the European community: a comparative analysis.
Luxembourg: Office for Official Publications of the European Communities, 1991. 101 p.

This study on occupations in tourism is part of a broad range of experimental work undertaken by CEDEFOP for the purpose of clarifying job skill systems in Europe. In this report, the aim has been to create an instrument for the comparison of job profiles in the tourist sector within the community.

Keywords: Europe; Tourist industry; Job analysis
ISBN: 9282629864

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

299

TD/INT 53.42
Hoch, Hans-Dieter; Schlottau, Walter.
Germany (West). Federal Institute for Vocational Training.
New industrial metalworking occupations.
Berlin: Bundesinstitut fur Berufsbildung, 1988. 102 p.

The content of this document is a translated extract from the participant papers of a German training scheme for trainers called Die neuen industriellen Metallberufe.

The restructuring of the metalworking occupations calls for a reconsideration of conventional practice in most fields of training including decisions on the occupations for which training is to be provided in future; a reorganization of the training on the basis of the new Training Code and within the narrower field of training activity; selection of the training media and methods; and the use of media and the social interaction between trainers and trainees.

Sections cover:

- the new metalworking occupations covering the main features, profiles of the training occupations, training regulations and vocational school curricula, vocational basic training and vocational technical training,
- new training methods covering selection of training method, types of learning, independent learning, the guide system, training media and role of the trainer, and,
- implementation of the new training regulation in working life including which training course is eligible, the differences in the new metalworking occupations and from the training regulation to the training plan in the company.

Seminar concepts for training schemes for trainers

Keywords: Germany, Federal Republic; Training system; Metalworking industry
ISBN: 3885553546

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

300

TD/INT 53.43
Great Britain. Employment Department Group.
Training credits for young people: a prospectus.
[Sheffield?]: Employment Department Group, 1990. 25 p.

The main purpose of training credits is to expand and improve the training of young people. Credits for young people have the potential to strengthen the motivation of the individual to train and to higher standards, help establish an efficient market in training, and make training which is relevant to employers' needs an accepted part of normal working life.

This prospectus describes the overall framework for piloting credits, some illustrative models of possible pilot schemes, and national arrangements for administering and evaluating pilots. In particular it covers three stages in the exercise: preparation of an outline bid, preparation of a detailed plan, and operating a pilot credit scheme.

Keywords: UK; Training system; Articulation; Transfer policy

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

301

TD/INT 53.44
Reisse, Wilfried.
German system of assessment and certification in vocational training.
[1992?]. Unpublished. 17 p.

Connecting the educational system and the employment system is a very difficult but important task. One approach is the so-called Dual system of vocational training in Germany. Assessment for certification and instructional assessment are essentials of this system.

Paper presented at The Changing Role of Vocational and Technical Education and Training (VOTEC), Policy Seminar, 27-30 October, Portugal

Keywords: Germany, Federal Republic; Educational system; Vocational training

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

302

TD/INT 53.45
Yee, Christine Tan San; Aik, Kam Chuan.
English for occupational purposes.
Singapore: Federal Publications, 1987. 171 p.

This book has been written to meet the needs of those who want to learn to communicate effectively in employment situations. It covers the four language skills needed in the world of work: speaking, listening, reading and writing. The training it provides includes job hunting skills, speaking to individuals and to groups in formal and informal situations, effective use of the telephone, critical comprehension of office transactions as well as trade and technical publications, and the writing of clear memos, notices, minutes of meetings, letters, reports and summaries of business documents.

Keywords: English; Employment; Communication; Skill
ISBN: 9810120095

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211
Interlibrary loan.

303

TD/INT 53.46
International Labour Organization.
Geneva, Switzerland: International Labour Office, [1996?]. 1 leaflet

This leaflet outlines the aims, purposes and functions of the International Labour Organization.

Keywords: International Labour Organisation; ILO; Guide

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211
Interlibrary loan.
Other sources: For more information: http://www.unicc.org/ilo

304

TD/INT 53.47
Overseas Vocational Training Association. (OVTA)
Overseas Vocational Training Cooperation Center.
Chiba City, Japan: Overseas Vocational Training Association, [199-?]. 14 p.

This leaflet describes the layout and facilities offered by the Overseas Vocational Training Cooperation Center. It is a mostly pictorial leaflet that is written in Japanese.

Keywords: Overseas Vocational Training Cooperation Center; Guide; Illustration

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211
Interlibrary loan.

305

TD/INT 53.48
Great Britain. Further Education Unit. (FEU)
Principles for the development of core skills across the curriculum.
[London]: Further Education Unit, 1993. 8 leaflets

This core skills action pack contains eight leaflets. The leaflets cover:

- an introduction which explains the Further Education Unit's (FEU's) principles and guidelines for core skills development,
- a glossary of core skills related terminology, and,
- five sets of guidelines each of which corresponds to a core skills development area - institutional management, planning and developing the curriculum, learner participation and action planning, learning opportunities, and, assessing, recording and reviewing achievement.

Finally there is a set of action sheets which contain the lists of principles and suggested activities in the five areas listed above.

Keywords: UK; Basic skill; Learning; Programme; Guide

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211
Interlibrary loan.

306

TD/INT 53.49
Sri Lanka. Tertiary and Vocational Education Commission.
List of subject classified library holdings.
Colombo: Tertiary and Vocational Education Commission, 1991. [22] leaves

This bibliography covers the material held by the Tertiary and Vocational Education Commission in Sri Lanka. Coverage is wide and the number of entries within each section is small.

See TD/INT 53.50 and TD/INT 53.51 for related bibliographies.

Keywords: Tertiary and Vocational Education Commission; Vocational education; Training; Bibliography

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211
Interlibrary loan.

307

TD/INT 53.50
Sri Lanka. Tertiary and Vocational Education Commission.
New additions to list of subject classified library holdings.
Colombo: Tertiary and Vocational Education Commission, 1991. 16 leaves

This bibliography is a compilation of further material held by the Tertiary and Vocational Education Commission in Sri Lanka. Coverage is wide and the number of entries within each section is small.

See TD/INT 53.49 and TD/INT 53.51 for related bibliographies.

Keywords: Tertiary and Vocational Education Commission; Vocational education; Training; Bibliography

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211
Interlibrary loan.

308

TD/INT 53.51
Sri Lanka. Tertiary and Vocational Education Commission.
Select list of literature available on education and training at the Tertiary and Vocational Education Commission.
Colombo: Tertiary and Vocational Education Commission, 1991. 12 leaves

This bibliography is a compilation of education and training materials held by the Tertiary and Vocational Education Commission in Sri Lanka. Coverage is wide and the number of entries within each section is small.

See TD/INT 53.49 and TD/INT 53.50 for related bibliographies.

Keywords: Tertiary and Vocational Education Commission; Vocational education; Training; Bibliography

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

309

TD/INT 53.52
Colombo Plan Staff College for Technician Education. (CPSC)

CPSC corporate plan 1998-2003.

Manila: Colombo Plan Staff College for Technician Education, 1998. 39 p.

The Colombo Plan Staff College for Technician Education (CPSC) has formulated its corporate plan. Being continually responsive and proactive to the needs of its eighteen member countries, a research based consultative process was adopted in laying out a forward-looking blueprint for CPSC 2000. The CorPlan includes the corporate strategy, resource requirement, and, monitoring and evaluating the CorPlan.

This guide updates the National Vocational Qualifications (NVQ) sections.

Keywords: CPSC; Colombo Plan Staff College for Technician Education; Corporate planning; Strategic planning; Technical education; Vocational education

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

310

TD/INT 53.53
People's Republic of China. State Education Commission.

Educational development in China.

[Beijing]: State Education Commission, 1997. 27 p.

This document provides an overview of educational development within China from basic education through to higher education including sections on vocational and technical education, adult education, education of ethnic minorities, and women's education. The latter part of the document concentrates on the issues of finance, facilities, qualification and size of teaching staff, research and international cooperation in education.

Keywords: China; Educational development

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

311

TD/INT 53.54

Assessing NVQs.

London: Qualifications and Curriculum Authority, 1988. 56 p.

Assessing National Vocational Qualifications (NVQs) is one of a series of publications on NVQ delivery. The series sets out the principles that underpin NVQs and gives guidance on best practice in assessment and verification.

This document gives guidance to assessors and others involved in delivering NVQs on:

- NVQs and their relationship to learning;
- access to learning and assessment;
- induction, initial assessment and planning;
- developing and assessing competence;
- NVQ assessment.

Key principles are illustrated by examples of good practice.

Keywords: UK; NVQ; National Vocational Qualifications; Quality; Assessment

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

312

TD/INT 53.55
Australian Agency for International Development.

Focus: Australian Agency for International Development, March 1998.

Canberra: AusAID, 1998. 32 p.

This quarterly magazine aims to make Australia's overseas aid program more widely known and to encourage discussion on development issues. The majority of the issue is devoted to economic and environmental issues. One item focuses on the history of the recently closed AusAID Centre for Pacific Development and Training in Sydney.

Keywords: Periodical; AusAID; Australian Agency for International Development; Vocational education

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

313

TD/INT 53.56
Great Britain. Further Education Unit. (FEU)

Standards in action: using national standards for human resource management and development in further education.

London: Further Education Unit, 1993. 5 booklets

This pack is divided into a series of five booklets.

Laying the foundations, booklet one, provides an introduction to national standards and describes how national standards can be used to harmonise college strategic planning, quality assurance and human resource management cycles. It introduces the principles, processes and roles common to the use of standards for a variety of human resources management (HRM) and human resources development (HRD) purposes. An index to further reading and sources of information is provided.

Using national standards in appraisal, booklet two, describes how relevant national standards can be used as a practical tool within the appraisal process and to make clear links between appraisal and HRD.

Assessor and internal verifier awards, booklet three, provides practical information and suggestions to assist colleges in ensuring that as many staff members as necessary are trained and certificated as assessors and internal verifiers.

Standards-based management development, booklet four, describes how management standards can be used to develop and accredit management competence within colleges.

Standards-based initial teacher training, booklet five, explores the use of national standards to structure work-based initial teacher training.

Keywords: UK; National; Standard; Human resources; Quality

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

314

TD/INT 53.57

European Centre for the Development of Vocational Training. (CEDEFOP)

Annual report 1996.

Luxembourg: Office for Official Publications of the European Communities, 1997. 59 p.

This annual report provides an overview of vocational training in the European community for 1996.

Keywords: Europe; Annual report; CEDEFOP; European Centre for the Development of Vocational Training
ISBN: 9282804011

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

315

TD/INT 53.58

National Centre for Vocational Education Research. (NCVER)

APSDIN news, number 2, December 1977.

Adelaide: National Centre for Vocational Education Research for the Asian and Pacific Skills Development Information Network, 1997. 4 p.

This newsletter highlights recent activities, events and research within the Asian-Pacific area.

Keywords: Periodical; Vocational education; Asia; Pacific Region; National Centre for Vocational Education Research; NCVER; APSDIN; Asian and Pacific Skills Development Information Network

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

316

TD/INT 53.59

People's Republic of China. Central Institute for Vocational and Technical Education. Beijing.

Annual report of vocational education in China 1996.

Beijing: Central Institute for Vocational and Technical Education, 1997. 50 p.

This annual report reflects the development situation and outlook for vocational education in 1996. There is a brief analysis of five fields. They are: policy environment of vocational education development, development situation of vocational schools at all levels and all types, construction of teacher contingent, developmental characteristics of regional vocational education and expenditure of vocational education, and the basic situations of vocational education development in 1996.

Keywords: China; Vocational education; Technical education; Annual report

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

317

TD/INT 53.60

Data news, issue 6, winter 1997/98.

London: Qualifications and Curriculum Authority, 1988. 56 p.

In this issue there is an examination of current certification levels and the current state of development of the National Vocational Qulaification (NVQ) framework. The five sections cover information on NVQs, summary data on the framework and NVQ awarded certificates, an NVQ framework listing, the GNVQ system and framework and, lastly, a section on useful contacts.

See TD/INT 53.61 to TD/INT 53.63 for individual entries on the articles in section one.

Keywords: UK; Periodical; NVQ; National Vocational Qualifications

AVAILABLE FROM: QCA Publications, PO Box 235, Hayes, Middlesex, UB3 1HF, United Kingdom. Ph: 0181 867 3333, Fax: 0181 867 3233

318

TD/INT 53.61

NVQ system: who does what?

IN: Data news. (6), Winter 1997/98, pp. 2-4

London: Qualifications and Curriculum Authority, 1988.

A number of organisations are involved in the process of developing, delivering, awarding and preserving the quality of National Vocational Qualifications (NVQs). This article offers a brief outline and profile of the organisations involved in the NVQ system.

Keywords: UK; NVQ; National Vocational Qualifications

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

319

TD/INT 53.62

NVQ framework.

IN: Data news. (6), Winter 1997/98, pp. 5-6

London: Qualifications and Curriculum Authority, 1988.

The primary purpose of the National Vocational Qualification (NVQ) framework is to create a coherent classification for NVQs and to facilitate transfer and progression both within areas of competence and between them. This brief article outlines the framework areas and provides definitions of the NVQ levels.

Keywords: UK; NVQ; National Vocational Qualifications

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

320

TD/INT 53.63

Relationship between NVQ and GNVQ levels and academic qualifications.

IN: Data news. (6), Winter 1997/98, p. 7

London: Qualifications and Curriculum Authority, 1988.

A diagram conveys a sense of the level of achievement associated with a variety of qualifications. It is inappropriate to equate them, yet in the diagram they have been positioned in relation to each other.

Keywords: UK; NVQ; National Vocational Qualifications

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

321

TD/INT 53.64

Ausbildung zum kaufmann/zur kauffrau im Einzelhandel: training for shopkeepers/ business people in retail trade.

Koln: Zentralstelle fur Berufsbildung im Einzelhandel, 1987. [47] p.

Four sections provide:

- details of the training curriculum for training sales personnel in individual trade areas;
- a list of the components of a professional training model for training within the food, toys, textile/clothing, and home furnishing areas;
- a paper outlining the aims of the technical colleges, the course contents and objectives, and what areas of knowledge, or skills, the student should gain from attending the course; and
- a list of the learning objectives and learning contents in relation to product selling, economics, accounting and data processing.

Keywords: Germany, Federal Republic; Training; Retail trade; Curriculum; Professional knowledge

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

322

TD/INT 53.65

Organisation for Economic Co-operation and Development. Centre for Educational Research and Innovation. (OECD)

Education at a glance: OECD indicators.

Paris: OECD, 1997. 415 p.

Across Organisation for Economic Co-operation and Development (OECD) countries, governments are seeking policies that make education more effective while searching for additional resources to meet the increasing demand for education. The OECD education indicators enable countries to see themselves in the light of other countries performance. They reflect both on the human and financial resources invested in education and on the returns on these investments.

Keywords: Statistics; Education; OECD; Educational indicator; Educational system

ISBN: 9264156224

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

Other sources: The data underlying the OECD education indicators are accessible on the Internet at http://www.oecd.org/els/stats/els_stat.htm (current June 1998)

323

TD/INT 53.66

Great Britain. Further Education Unit. (FEU)

Quality in guidance for adults.

[London]: Further Education Unit, 1994. 7 leaflets

There is increasing recognition of the role guidance can play in encouraging adults to return to learning and achieve their personal goals as well as contributing to national training targets for a skilled workforce. However, because both guidance services to adults and the education, training and employment fields are in a period of rapid transition, it makes it difficult to recommend a particular quality system to suit all contexts. This pack therefore offers a process - the quality cycle - which an agency at any stage of development can use to develop or review their system of quality assurance.

The sections are printed separately so that they can be used according to the needs of the organisation, the group or the individual. The contents of the seven booklets are: Introduction; Quality in guidance; The quality cycle; The quality framework; Quality and training; Case studies; and Further reading.

Keywords: Vocational guidance; Vocational counselling; Training; Adult education; Quality

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

324

TD/INT 53.67

De Leon, Wendy T.

Information and networking systems in technical and vocational education and training: Philippines.

1996. Unpublished.3 leaves

The Office of Formal Technical and Vocational Education and Training (OFTVET) of the Technical Education and Skills Development Authority (TESDA) is mandated by law to provide policies, measures and guidelines for the effective and efficient implementation of formal technocal and vocational education and training (TVET) programs in various institutions in the Philippines.

The need for adequate and relevant information at the Office cannot be overemphasized, particularly in planning, decision and policy making in the formal TVET subsystem. The need for the development and maintenance of an information system has been one of the major thrusts of the Office in support of its program of activities.

Keywords: Philippines; Vocational education; Educational planning; Information technology

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

325

TD/INT 53.68

Paci, Pierella; Joshi, Heather.

Wage differentials between men and women: evidence from cohort studies.

Moorfoot, Sheffield: Department for Education and Employment, 1996.111p.

Between the late 1970s and the early 1990s the relative wages of men and women in full-time jobs were on a slowly convergent path. At the same time, the wages of women in part-time jobs lagged behind those of women, and men, in full-time jobs. In this study, detailed longitudinal evidence from two national cohort studies is used to unpack the reasons for these changes over time, as they were experienced by people in their early thirties.

Factors that raise rates of hourly pay were (i) ability assessed at school, (ii) educational attainment, (iii) employment experience, and (iv) training.

Marked differences in the education and work experience of women employed part-time and full-time explain around a third of the pay gap between these two groups of women in 1978 and a large part of the part-time to full-time gap observed in 1991.

On the other hand, the comparison of cohorts had seen a remarkable catching up by women working full-time in their educational attainments and employment records compared to men. This factor accounts for most of the decline of the gender pay gap over time.

Keywords: UK; Wage differential; Level of qualification; Sex discrimination
ISBN: 0863924778

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.
Other sources: Room W441, Department for Education and Employment, Moorfoot, Sheffield S1 4PQ. Ph: (0114) 259 3932

326

TD/INT 53.69

United Nations Educational, Scientific and Cultural Organization. (UNESCO)

Education facing the crisis of values: strategies for strengthening humanistic, cultural and international values in formal and non-formal education.

Paris: UNESCO, 1992. 35 p.

This document presents summaries and recommendations made on the following themes: cultural identity and cultural diversity in education; humanistic, ethical and aesthetic values in education; and education facing the ethical problems which arise from scientific and technological progress.

The contents include: The reasons for providing intercultural education and an assessment of experiments to date; Cultural diversity and the promotion of values; Ideology and ethical values in education; Prospects in Africa; Prospects in Latin America; The ethical problems arising from research; Education and bioethics; A worldwide code of ethics: the role of universities; The role of industry in education; Physics teaching and the crisis of values. Each section is concise and may range in size from a half page to a page in length.

This document was prepared on the basis of discussions at the workshop organized by UNESCO

Keywords: Ethics; Education

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

327

TD/INT 53.70

Payne, Joan; Cheng, Yuan; Witherspoon, Sharon.

Education and training for 16-18 year olds: individual paths and national trends.

London: Policy Studies Institute, 1996. xi, 148 p.

The reform of education and training at 16+ is the subject of lively debate. This book aims to inform the debate by describing the choices that young people make within the present system, and the consequences of those choices.

The book is based on a very large continuing survey of young people in England and Wales, the youth cohort study. It traces the fortunes of five national cohorts who reached 16 between the mid 1980s and early 1990s, following each group through their first few years after compulsory schooling.

It covers:

- full-time education - academic and vocational courses, and sixth form or Further Education college options, one year courses, drop-out and transfers, choosing science and mathematics;

- the youth labour market - the jobs open to young people, youth training, apprenticeships and employer-funded training;
- influences on young people's choices - the role of careers guidance, factors that encourage staying on in full-time education;
- the longer term returns from different choices - effects on qualifications, job chances and earnings in early adulthood.

Keywords: UK; Educational system; Transition from school to work; Postcompulsory education
ISBN: 0853746559

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

328

TD/INT 53.71
Great Britain. National Council for Vocational Qualifications. (NCVQ)
Awarding bodies common accord.
[London]: NCVQ, 1993. 11 p.

This document outlines progress on the Awarding Bodies Assessment and Verification Common Accord (The Common Accord). The Common Accord was drafted in 1992 in order to set out assessment and verification processes which would offer the necessary quality in relation to all National Vocational Qualification (NVQ) awards. It emphasises the coherence of the NVQ framework to make it easier for users of NVQs to understand the system and seeks to improve the cost effectiveness and credibility of NVQs.

Keywords: UK; NVQ; National Vocational Qualifications

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

329

TD/INT 53.72
Spours, Ken.
Post-16 participation attainment and progression.
London: Institute of Education, University of London, 1995. 41 p.
(Working paper (University of London. Institute of Education), no. 17)

In order to explore the detail of recent improvement trends, the paper analyses growth rates in full-time participation, attainment and progression in the period 1986/7 to 1993/4. It then attempts to analyse the relationship between participation, attainment and progression to explain why full-time participation is short-lived for many students, why progression rates remain low and what the impact is for many students studying post-16 on the basis of poor GCSE results.

The paper concludes that the rate of growth of participation, attainment and progression 16-18 is now slowing across the education and training system and that this slowdown could intensify in coming years, adversely affecting student flows required to meet revised National Targets by the year 2000. It goes on to pinpoint particular areas of concern in academic and vocational attainment and progression and supports the conclusions of other commentators who have argued for a gear change in policy in order to meet the Targets.

Keywords: UK; Postcompulsory education; Training participation rate; Academic achievement; Student performance
ISBN: 0854734457

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

330

TD/INT 53.73
Young, Michael.
Recording and recognising achievement in a unified curriculum.
London: Institute of Education, University of London, 1993. 19 p.
(Working paper (University of London. Institute of Education), no. 13)

This paper is concerned with the role of records of achievement. Some form of recording achievement is as old as education systems themselves, at least in the form of mark sheets and school reports. However, it is only in the last decade that recording achievement has become an explicit initiative within national educational policy.

After emphasising the importance of context in shaping the outcomes of any educational initiative and relating this to the particular case of records of achievement, the paper argues that it is important to understand how records of achievement have changed their meaning and significance since the first developments in the early 1980s. These changes are analysed in terms of three phases. Following a discussion of these three phases and the wider context which has shaped them, the paper explores what might be involved in recording achievement as part of a unified system in which qualifications themselves become records of achievement.

Keywords: UK; Postcompulsory education; Assessment; Attainment appraisal
ISBN: 0854733736

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

331

TD/INT 53.74
Green, Andy.
Reform of post-16 education and training and the lessons from Europe.
London: Institute of Education, University of London, 1991. 17 p.
(Working paper (University of London. Institute of Education), no. 11)

The crisis in Britain's post-16 education and training has been growing for a number of years. So urgent is the current situation and so radical the measures now needed that many policy-makers have begun looking abroad for ready examples to follow and new models to adopt.

In many ways this new openness to foreign ideas is to be applauded as a welcome break from the traditional insularity of English education. New ideas are needed and several countries seem to have found ways of solving problems that still confound Britain. However, there are also dangers in the unexamined and cynical quick fix from abroad. The significance of foreign policies and institutions can easily be misread if their context is ignored and quite inappropriate borrowing can be made with disastrous consequences. The objective of this paper is to assess what is currently being made of comparative analysis in the development of policy and to see what can legitimately be learned from existing models of vocational education and training (VET) in Europe.

Keywords: UK; Europe; Postcompulsory education; Educational policy
ISBN: 0854733396

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

332

TD/INT 53.75
Morris, Andrew.
Towards a unified 16+ curriculum.
London: Institute of Education, University of London ; Islington Council, Education Department, 1991. 75 p.
(Unified 16+curriculum series (University of London. Institute of Education), no. 1)

The aim of the framework is to enable diverse groups to identify their common purposes and to move towards a system where the vast majority of young people continue studying until 18 and beyond and achieve qualifications that give them real chances of progression in employment and to further study. This report is inspired by the vision of a unified system rather than the specific proposals for a unified system of qualifications. It is a strategy for moving to a more unified system of qualifications but bypassing the issue of qualifications. This partly reflects what is possible in the circumstances at the local level and partly a recognition that though qualifications are crucial they are not everything. Exploring the viability of such strategy in Islington and elsewhere can therefore become a kind of practical test of how far the diverse effects of the current system are embedded in the divided qualifications structure.

Keywords: UK; Postcompulsory education; Educational planning; Curriculum; University of London; Islington Council
ISBN: 085473354X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

333

TD/INT 53.76
Watson, Judith.
French baccalaureat professionnel.
London: Institute of Education, University of London, 1991. 48 p.
(Working paper (University of London. Institute of Education), no. 9)

The study was prepared over only a few months and does not pretend to be comprehensive in its treatment of the issues raised, but it does have the advantage of drawing on data that was up-to-date at the time of publication. International comparisons have increasingly become part of public debate about education and training in Britain. In the author's opinion a number of features of the French system could usefully be introduced into Britain. They are: national planning of education and training, with target-setting ; partnerships of educationalists, employers and trade unions in this planning ; most education and training for 16-19 year-olds to be full-time. In this paper the author describes the educational context, the steps to be taken to introduce the new qualification and how it operates. There is a review of issues that have arisen in the evaluation of the qualification and a conclusion that argues for a system without division between academic and vocational systems.

Keywords: UK; France; Educational system; Educational policy
ISBN: 085473337X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

334

TD/INT 53.77
Young, Michael; Morris, Andrew; Hodgson, Ann.
Unifying strategies and organisational change in post-16 education.
London: Institute of Education, University of London, 1994. 66 p.
(Unified 16+ curriculum series (University of London. Institute of Education), no. 7)

The focus of this working paper is on the context rather than the content of unifying curriculum strategies. Three papers are presented.

Organisational issues for a curriculum of the future looks at two meaning for the word context. Firstly context refers to the organisational setting for delivering the curriculum, with particular reference to questions of departmental organisation, timetables and mechanisms of resource allocation. The second meaning refers to the external changes (incorporation, FEFC funding and single regeneration budgets) that colleges currently have to respond to. The main focus is on how these external demands on colleges, when combined with existing organisational patterns, inhibit changes that would be required by a more unified curriculum.

Developments and tensions: an interim evaluation of progress in the project is an interim assessment of the development work supported by the Hamlyn/CILNTEC Unified Curriculum Project. It provides evidence of some of the problems of the project.

Key credit accumulation and transfer (CAT) developments at

Gwent Tertiary College, Solihull College and Wirral Metropolitan College begins a comparative analysis of the strengths of a number of very different approaches to the post 16 curriculum. Although none of the colleges has been concerned with developing a unified curriculum, they have all attempted to establish the basis for a cross-college curriculum.

Keywords: UK; Curriculum; Educational reform
ISBN: 0854734112

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

335

TD/INT 53.78
Young, Michael...[et al.].

Progression and core skill issues in the Hamlyn/CILNTEC post-16 unified curriculum project.

London: Institute of Education, University of London, 1994. 59 p. *(Unified 16+ curriculum series (University of London. Institute of Education), no. 8)*

This working paper is based on contributions to two Hamlyn seminars both of which were concerned with progression, an issue which has been at the heart of debates about the need for a unified curriculum.

The first set of papers reports on a number of examples of limited modular strategies. The three examples deal with the highly diverse areas of maths for engineering, research skills for social scientists and ESOL provision. Each makes essentially the same point. Isolated attempts to use modules, either to improve coherence across different programmes or to provide additional learning, inevitably come up against the same barriers.

Andy Green, who reminds us of the evidence that links core learning to progression, introduces the second set of reports, which concentrate on core skills development. He contrasts the English approach of embedding core skills within vocational areas with the French approach in which the core is a curriculum entitlement for all, defined in terms of subjects and taught by specialists. The undoubted success of the French approach, at least as indicated by the far higher progression rates associated with their academic, technological and vocational routes, poses serious questions for a unified system. The last two cases studies begin to address these. Case study 4 reports on the difficulties found in working with GNVQ's outcomes approach which specifically excludes the idea of syllabus. In trying to develop a unified approach to core skills, the authors of Case study 5 describe how it was necessary to go beyond the very narrow way in which core is currently perceived in this country.

Keywords: UK; Curriculum; Basic skill; Modular unit; Modular training; Skill development
ISBN: 085473421X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

336

TD/INT 53.79
Spours, Ken; Young, Michael.

Enhancing the post-16 curriculum: value-added perspectives.

London: Institute of Education, University of London, 1994. 112 p. *(Centre report (University of London. Institute of Education), no. 10)*

The papers making up this report bring together work undertaken between November 1993 and March 1994. The papers as a whole attempt to link two major themes: strategies for enhancing the post-16 curriculum and strategies for institutional improvement.

The first section begins with a system analysis. The rest of this section focuses on value-added approaches.

The second section is on value-added method and systems. The papers seek to integrate value-added methodology into whole-institutional improvement strategies that relate assessment, recording, reporting and guidance. This is seen as a way of using value-added method to improve attainment rather than just reporting it.

The third section is a result of work undertaken in institutions. The accounts reflect value-added work at different stages of development. However, all demonstrate the potential of such approaches in assisting institutions in developing a more systematic approach to raising levels of attainment and achievement.

The final section aims to reflect upon and reconnect the value-added strategies that have been explored with the wider post-16 curriculum and qualifications issues raised at the conference that were presented in the first section of this report.

Keywords: UK; Curriculum; Educational planning; Organisational change; Quality
ISBN: 0854734384

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

UNEVOC

337

UNEVOC/53.01

Power, Colin N.

Challenges of the twenty-first century.

Vocational Education in the Asia-Pacific Region: Adelaide, 1998

1998. Unpublished. 11 p. + audiocassette

As we are march towards the 21st century, there are many challenges posed by the new environment. The author of this paper addresses some of the new challenges faced by technical and vocational education. These are: the changing demands of the world of work in the twenty-first century; improving systems providing education and training throughout life; reforming the education and training process; the role of government and social partners; and UNESCO's contribution to technical and vocational education.

Also available as an audiocassette

Keywords: UNEVOC; Vocational education; Future

AVAILABLE FROM: Open Learning Information Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

338

UNEVOC/53.02

Masri, Munther W.

Vocational education and the changing demand of the world of work.

Vocational Education in the Asia-Pacific Region: Adelaide, 1998

1998. Unpublished. 18 p. + audiocassette

The role of vocational education in the context of the dynamics and changing demand of the world of work can better be explored through a more comprehensive approach to the overall system of human resources development.

Three main systems exist in practice for VET as a component of HRD frameworks and institutions. One or more of these systems might exist in any one country. These systems are: the school system; the enterprise (on-the-job) system; and the integrated (dual) system.

The role of the world of work, represented by the various types of enterprises in vocational education and training, can be explored through four main functions: planning, financing, implementation and identification of training needs.

Also available as an audiocassette

Keywords: UNEVOC; Vocational education; Human resources

AVAILABLE FROM: Open Learning Information Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

339

UNEVOC/53.03

Dhanarajan, Gajaraj.

Delivery of training programs: changing designs.

Vocational Education in the Asia-Pacific Region: Adelaide, 1998

1998. Unpublished. 17 p. + audiocassette

With few exceptions education, as it is currently practised, has undergone little change from the traditions of some nine centuries ago. Yet, there is a strong body of evidence and advocacy that is emerging, which argues for these exceptions to become more common place than the current situation. This presentation will attempt to look at the reasons behind the clamour and consider the requirements for, as well as the response of, the academic and training communities to the change.

Also available as an audiocassette

Keywords: UNEVOC; Vocational education; Educational planning; Training programme; Access to education

AVAILABLE FROM: Open Learning Information Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

NEW SOUTH WALES

340

TPP/NSW 53.01

Bolton, Simon.

Access and equity performance indicators and benchmarks.

This project aims to establish performance indicators to measure the participation and success of equity target group members within the Sydney Institute of Technology (SIT). It will then create benchmarks which will guide future planning and activity. The equity target groups are women, persons from non-English speaking backgrounds, Aboriginal and Torres Strait Islanders and persons with disabilities.

PROJECT STATUS: Ongoing

Keywords: Benchmarking; Performance indicator; Equal opportunity; Equal treatment; Access to education; Participation; Women; Disability; Aboriginal education; Non English speaking

PROJECT CONTACT ADDRESS:
Sydney Institute of Technology, Ultimo Campus, Mary Ann Street, Ultimo NSW 2007. Ph: +61 2 9217 4856.

SOUTH AUSTRALIA

341

TPP/SA 53.01

Shearer, Denise.

Access and participation of non English speaking background students in mainstream courses in TAFE SA : a research project.

This project aims to investigate the current access and participation of non English speaking background students in mainstream courses in TAFE SA. The project is investigating the following areas: (1) service and support activities at points of access and participation; (2) current policies and practices at pre-enrolment, enrolment and selection stages, oncourse study and English language support, achievement rates, course content and methodologies; and (3) examples of best practice involving NESB students across institutes.

The proposed outcomes for this project include: (1) a report containing recommendations and strategies for improved access and more successful participation of NESB students in mainstream courses in TAFE SA; and (2) a program including tasks, allocated responsibilities and a timeline for implementation of recommendations.

PROJECT STATUS: Current. Prop. compl: July 1998.

Keywords: South Australia; Access to education; Vocational education; Vocational training; Participation; Non English speaking

PROJECT CONTACT ADDRESS:
English Langauge & Literacy Service, Renaissance Centre, Level 5, 127 Rundle Mall, Adelaide SA 5000. Ph: +61 8 8224 0922; Fax: +61 8 8232 1826; Email: dshearer@adel.tafe.sa.edu.au

342

TPP/SA 53.02

Peters, Kristine; Wyscherley, Browen.

Dealing with the effects of workplace literacy within a safety framework.

Workplace literacy programs frequently focus on improving worker literacy. This ANTA/National Utilities ITAB project aims to trigger an awareness of the need for good signage, documentation and communications to ensure worker safety.

PROJECT STATUS: Current. Prop. compl.: June 1998.

Keywords: South Australia; Workplace education; Literacy; Training within industry; Occupational safety; Safety

PROJECT CONTACT ADDRESS:
5 McGregor Terrace, Rosewater SA 5013. Ph: +61 8 8240 0491; Email: <kppm@camtech.net.au>.

343

TPP/SA 53.03

De Leo, Joy.

Auditor training program.

This project aims to train appropriately qualified or experienced people as auditors of registered training organisations (RTO) for the purpose of auditing compliance with registration requirements. The training is intended to provide both theoretical information about the Australian Training Framework, registration requirements and the auditing process, as well as practical exercises in conducting desk top assessments of registration applications. Auditors will be required to participate in at least two supervised audits before being approved to conduct audits and being placed on the register of approved auditors.

The expected outcomes of this project include a register of appropriately qualified and experienced trained auditors who will consistently apply quality standards when assessing compliance of RTOs with ARC registration requirements.

PROJECTS IN PROGRESS—SA/VIC

PROJECT STATUS: Current. Prop. compl.: September 1998.

Keywords: South Australia; Vocational education; Vocational training; Training administration

PROJECT CONTACT ADDRESS: Training Contracts Branch, 31 Flinders Street, 12th Floor, Adelaide SA 5000. Ph: +61 8 8226 0841; Fax: +61 8 8226 3383; Email: <joybatt@tafe.sa.edu.au>.

344

TPP/SA 53.04

Herbert, Anne.

Action learning in the National Vocational Education and Training System (NVETS): policy and practice.

This project aims to produce a PhD thesis on action learning as a staff development methodology in the National Vocational Education and Training System (NVETS). Up-to-date vocational knowledge is emphasised for employable teachers in NVETS. The project is examining the following questions: (1) what sorts of knowledge about teaching and teacher professionalism are being developed in teachers through participation in action learning for professional development; (2) what are participants experiences of action learning; (3) how is the context affecting the forms of questioning, acting and reflecting; and (4) what evidence is there that any of the action learning efforts try to alter the context and its influence.

PROJECT STATUS: Proposed completion: 2001
Keywords: Vocational education; Vocational training; South Australia; Training system; Action learning; Staff development

PROJECT CONTACT ADDRESS: University of South Australia, School of Education, Holbrooks Road, Underdale SA 5032. Ph: +61 8 8302 6266; Fax: +61 8 8302 6752
Email: Anne.Herbert@unisa.edu.au

345

TPP/SA 53.05

Burns, Wendy.

Investigation of factors influencing employer participation in the New Apprenticeship Scheme in regional South Australia.

This research project aims to:

- explore the impact of the New Apprenticeship Scheme in the rural area of South Australia,
- look at the effectiveness of the New Apprenticeship Scheme policy and implementation,
- identify success factors and limitations, and,
- inform policy on implementation in rural communities.

This project will be conducted under the supervision of the Whyalla Campus, University of South Australia.

PROJECT STATUS: Current Proposed completion date: April 1999

Keywords: New Apprenticeships; Research; Employer

PROJECT CONTACT ADDRESS: Wendy Burns, Assistant Director, Box 1870, Port Augusta 5700. Ph: +61 8 8642 9201; Fax: +61 8 8642 5840; Email: Wendybur@sp.tafe.sa.edu.au

---

VICTORIA

346

TPP/VIC 53.01

Gribble, Ian.

Trends in the TAFE workforce and their implications for the training and development of TAFE staff 1998-2008.

The purpose of this report is to: (1) investigate, identify and describe the major trends in the recruitment, commitment and maintenance of the workforce for TAFE Institutes in Victoria for the next decade and (2) make a series of policy recommendations for the Office of Training and Further Education and TAFE Institute management which address the most appropriate staff training strategies required to meet these trends.

PROJECT STATUS: Proposed completion date: December 1998

Keywords: Vocational training; Staff development; TAFE teacher; Professional continuing education; Teacher training; Victoria

PROJECT CONTACT ADDRESS: PO Box 266D, Melbourne Vic. 3001. Ph: +61 3 9637 2698

347

TPP/VIC 53.02

Spark, Rodney

Content and delivery methods for teacher training in the use of online technologies.

This proposal identifies the need for a strategic and well-planned approach to the development and delivery of teacher training in the use of online technologies. It also involves two establishment activities to develop: (1) anecdotal and empirical evidence of the skills needed to apply online technologies in vocational education and training delivery, (2) an online trailing skills matrix that links competencies with training programs/resources, and (3) a range of flexile models of delivery which suit individual groups of teachers to attain online competencies.

PROJECT STATUS: Current

Keywords: Vocational training; Computer assisted instruction; Information Technology; Teacher training; Flexible delivery; TAFE teacher

PROJECT CONTACT ADDRESS: PO Box 266D, Melbourne Vic. 3001. Ph: +61 3 9637 2667

348

TPP/VIC 53.03

Armstrong, Laurie.

New learning technologies initiatives in the Adult and Community Education sector.

This project will provide a framework for Adult and Community Education (ACE) providers to seek information in an accessible and useable way on options, applications and costs for the introduction of new technologies in teaching and learning.

PROJECT STATUS: Completed.

Keywords: Flexible delivery; Adult education; Community education; Information technology; Computer assisted instruction

PROJECT CONTACT ADDRESS: PO Box 266D, Melbourne Vic. 3001. Ph: +61 3 9637 2672

349

TPP/VIC 53.04

Rodney Spark, CMMU, Office of Training and Further Education.

Elements of successful marketing in the on-line training environment.

This research project will document an understanding of the most effective use of the Internet to: (1) promote and sell training services and products (2) increase international full fee paying enrolments and (3) establish international co-operative training development projects. The project will also provide an understanding of the potential international client groups that can be reached via the Internet. In particular, it will focus on countries from SE Asia and the Pacific region including an understanding of the language and cultural issues that need to be considered when marketing education and training to these countries.

PROJECT STATUS: Current

Keywords: Internet; International education; Delivery system; Vocational training; Pacific region; Marketing

PROJECT CONTACT ADDRESS: PO Box 266D, Melbourne Vic. 3001. Ph: +61 3 9637 2667

350

TPP/VIC 53.05

Rodney Spark, CMMU, Office of Training and Further Education.

Support tools for decision making in online training delivery.

This research project will examine and recommend change management strategies for moving to online training delivery including organisational change. There will be three research phases for the project: (1) determine human resource management implications of online training and VET delivery (2) provide financial modelling of online course delivery and (3) construct change management models and strategies for supporting change.

PROJECT STATUS: Current

Keywords: Flexible delivery; Vocational training; Organisational change; Computer assisted instruction

PROJECT CONTACT ADDRESS: PO Box 266D, Melbourne Vic. 3001. Ph: +61 3 9637 2667

351

TPP/VIC 53.06

Ahern, Julie.

National cooperation on technology in VET.

As part of the 1998 ANTA Flexible Delivery Action Plan, this project will seek to obtain the maximum feasible level of endorsement and implementation by Australian States and Territories of the draft preferred standards developed by the 1997 project. In conducting consultations with the State and Territories, it will use the Maintenance Process endorsed as part of the 1997 project outcomes. The project will also identify and document standards in additional areas of communications and multimedia technologies applications as appropriate for the VET sector. This project will also seek to make appropriate links with other relevant projects in consultation with the EdNA VET Advisory Group.

PROJECT STATUS: Ongoing. Expected completion: Nov. 1998

Keywords: Flexible delivery; Technology; Vocational education; Standard

PROJECT CONTACT ADDRESS:
Curriculum and Multimedia Unit, Office of Training and Further Education, PO Box 266D, Melbourne Vic. 3001. Ph: +61 3 9637 2656.
Email: julie.ahern@dse.vic.gov.au

352

TPP/VIC 53.07

Ahern, Julie.

Tender brief for conference management of the development and delivery of physical workshops and an Internet based online conference.

A major part of the 1998 ANTA Flexible Delivery Action Plan will be the organising of an online conference for the Vocational Education and Training (VET) sector in Australia. The title of the conference will be: NET*Working '98: Developing the Online Learning Environment (NW98). The NW98 conference is being tendered as two contracts: (1) Conference Management - design and content development of the online conference and physical workshops (2) Technical Management - technical advice, software provision, including Web site design and maintenance, online conferencing facilities, production requirements of the interactive video conferencing, live and on-demand material. This brief covers part one of the tender (see TPP/VIC 53.08 for part 2)

PROJECT STATUS: Ongoing Expected completion: Feb. 1999

Keywords: Flexible delivery; Conference

PROJECT CONTACT ADDRESS:
Communications and Multimedia Unit, Office of Training and Further Education, PO Box 266D, Melbourne Vic. 3001. Ph: +61 3 9637 2656.
Email: julie.ahern@dse.vic.gov.au

353

TPP/VIC 53.08

Ahern, Julie.

Tender brief for technology management of an Internet based online conference and physical workshop.

This brief, part two of the contract Tender Brief for Conference Management of the development and delivery of physical workshops and an Internet based Online Conference (see TPP/VIC 53.07 for part 1), is the requirement for the development of a Web site, including text, which explains features of the Online Conference software. This includes provision of templates for all areas of the Web site and a training component for Conference Manager's staff in the use of templates.

PROJECT STATUS: Ongoing. Expected completion: Dec. 1998

Keywords: Flexible delivery; World Wide Web; Internet

PROJECT CONTACT ADDRESS:
Communications and Multimedia Unit, Office of Training and Further Education, PO Box 266D, Melbourne Vic. 3001. Ph: +61 3 9637 2656; Email: julie.ahern@dse.vic.gov.au

---

NATIONAL RESEARCH & EVALUATION COMMITTEE

354

TPP/NREC 53.01

Volkoff, Veronica.

Delivery of VET programs by adult and community education providers.

The project will investigate the nature, extent, approaches and effectiveness of VET provision in ACE. The objectives are to: identify the nature and extent of VET provision in ACE providers and vice versa; examine how VET provision complements general adult education in ACE providers; examine how ACE provision complements provision in VET; determine what strategies ACE providers use to implement the planning, marketing and delivery of VET in order to address effectively the adult learning needs in their communities; determine what indicators are the most appropriate for measuring the strengths of the ACE sector in VET provision and the effectiveness of VET programs for ACE participants; investigate models of co-operative arrangements between the ACE and VET sectors which strengthen provision through an integrated approach to education and training; and, analyse the impact of current ACE policy directions on participants and providers and the implications of these policy directions for the future.

PROJECT STATUS: This project will commence in February 1998 and will conclude in November 1998

Keywords: Programme; Adult education

PROJECT CONTACT ADDRESS:
Veronica Volkoff, Course Co-ordinator, RMIT Department of Industry, Professional and Adult Education, P O Box 71, Bundoora Vic 3083. Ph: +61 3 9468 2823; Fax: +61 3 9468 2818; Email: volkoff@rmit.edu.au

355

TPP/NREC 53.02

Smith, Andrew.

New management practices and enterprise training.

The project will investigate how the adoption of new management practices impact on the demand for training in Australian enterprises. The specific objectives are: to determine the extent to which Australian enterprises are adopting the new management practices; identify training practices which are associated with each of the new management practices and how they relate to other human resource practices; investigate the effectiveness of Australian enterprises adopting new management practices, meet their training requirements from the VET sector; and, identify what training providers do to meet the changing demand for training.

PROJECT STATUS: This project will commence in January 1998 and will conclude in January 1999

Keywords: Training needs; Management

PROJECT CONTACT ADDRESS:
Assoc. Prof. Andrew Smith, Head, School of Management, Charles Sturt University, P O Box 588, Wagga Wagga NSW 2650. Ph: +61 2 6933 2484; Fax: +61 2 6933 2125

356

TPP/NREC 53.03

Chiswell, Maureen.

VET in small rural school communities.

This project investigates the issue of pathways for young people living in rural communities in order to identify the conditions which will ensure optimal outcomes for them. The aim of the research is to identify the factors that assist in co-operative and collaborative action between rural schools, industry and TAFE, which can be used in rural areas to support models of VET program implementation that are appropriate to the circumstances of the rural community.

PROJECT STATUS: This project will commence in February 1998 and will conclude in November 1998.

Keywords: Access to education; Educational needs

PROJECT CONTACT ADDRESS:
Maureen Chiswell, Executive Officer, Country Education Project (Inc.), P O Box 16, Elmore 3558. Ph: +61 3 5432 6498; Fax: +61 3 5432 6068

357

TPP/NREC 53.04

Volkoff, Veronica.

Vocational education and training for people from non-English speaking backgrounds.

The review will integrate and synthesise what is known to date about VET for people from non-English speaking backgrounds in a coherent, succinct and accessible manner for the range of identified audiences. It will explore the subtleties of the NESB definitions, as well as teasing out the factors which link VET participation with disadvantage. It will also attempt to broaden the scope of the analysis to include VET participation beyond TAFE settings.

PROJECT STATUS: This project will commence in February 1998 and will conclude by the end of April 1998

Keywords: Summary; Vocational education; Non English speaking

PROJECT CONTACT ADDRESS:
Veronica Volkoff, Course Co-ordinator, RMIT Dept. of Industry, Professional and

Adult Education, P O Box 71, Bundoora VIC 3083. Ph: +61 3 9468 2823; Fax: +61 3 9468 2818; Email: volkoff@rmit.edu.au

358

TPP/NREC 53.05

Butler, Elaine.

Women and VET: a critical review of the literature.

The study has two main aims:

- to provide material useful to policy makers and practitioners in planning responses appropriate to the nature and scope of women's disadvantage in VET, and,
- to provide guidance to researchers and research funding bodies on gaps in the existing research and the direction of possible future research.

PROJECT STATUS: This project will commence in February 1998 and will conclude at the end of April 1998.

Keywords: Women; Vocational education; Participation; Summary

PROJECT CONTACT ADDRESS:
Elaine Butler, National Co-Coordinator, Network of Women in Further Education, Centre for Labour Studies, University of Adelaide, Australia 5005. Ph: +61 8 8303 3390; Fax: +61 8 8303 4346; Email: ebutler@arts.adelaide.edu.au

359

TPP/NREC 53.06

Billett, Stephen.

Evaluating the contribution of competency based training and assessment to Australian VET.

The project aims to evaluate CBT in two states (Victoria and Queensland) in terms of its impact on the development and implementation of curriculum, judgments about students' knowledge and its influence on the role of VET instructors. The project will gather data in both metropolitan and non-metropolitan sites in two states to reflect diverse circumstances for the implementation and evaluation of this national initiative.

PROJECT STATUS: This project will commence in February 1998 and will conclude in April 1999.

Keywords: Competency based training; Vocational education; Victoria; Queensland

PROJECT CONTACT ADDRESS: Dr. Stephen Billett, Centre for Learning and Work Research, School of Vocational, Technology and Arts Education, Faculty of Education, Griffith University, Nathan Qld 4111. Ph: +61 7 3875 5855; Fax: +61 7 3875 6868; Email: s.billett@edn.gu.edu.au

360

TPP/NREC 53.07

Mulcahy, Dianne.

Evaluating the contribution of competency based training.

The project will undertake a comprehensive and multi-dimensional evaluation of competency-based training by investigating the extent to which competency based training is meeting the requirements of various stakeholders and contributing to the quality and flexibility of learning and working life.

PROJECT STATUS: This project will commence in December 1997 and will conclude in February 1998.

Keywords: Competency based training; Evaluation

PROJECT CONTACT ADDRESS: Dr Dianne Mulcahy, Dept. of Vocational Education and Training, University of Melbourne, Locked Bag 12, Hawthorn Vic 3122. Ph: +61 3 9810 370; Fax: +61 3 9810 3170; Email: d.mulcahy@edfac.unimelb.edu.au

361

TPP/NREC 53.08

Wyatt, Frank.

Small enterprise workplace learning: links to school vocational education.

Small enterprises currently provide substantial employment for young Australians, and will continue to do so into the future. However, very little is known of the relationship between vocational education and training (VET) in schools - and its link to employment in small enterprises.

The project will investigate: training and workplace education decisions at the small enterprise level; training decisions associated with the complex relationship between enterprise objectives, training and vocational skills, and indicators of value for money in training choices; anticipated benefits as perceived by small enterprises of the relationship between future enterprise objectives and future enterprise skills formation; factors that trigger demand for vocational training in small enterprises and how they underpin linkages between school workplace learning and vocational education; and, the influence on the development of workplace learning for school vocational education programs by the core competencies being offered by schools and the extent to which these core competencies are valued by small enterprises.

PROJECT STATUS: This project will commence in February 1998 and will conclude in December 1998.

Keywords: Transition from school to work; Entry into working life; Small business

PROJECT CONTACT ADDRESS:
Frank Wyatt, Principal, Enterprise Partnerships, 72 Childers St, North Adelaide SA 5006.

362

TPP/NREC 53.09

Bolden-Walker, Terry.

Outcome study of entry level VET on young people with disabilities.

The research aims to determine whether practices associated with the introduction of competency based training and assessment such as flexible delivery, alternative assessment methods, self paced learning and customised training are having a positive effect on people with disabilities. Specifically, the project seeks to investigate the extent to which young people with disabilities are participating in entry level VET programs and those that do whether they are completing the programs and gaining employment.

PROJECT STATUS: This project will commence in February 1998 and will conclude in October 1998.

Keywords: Participation; Disabled person; Access to education

PROJECT CONTACT ADDRESS: Terry Bolden-Walker, Chief Executive Officer, PEP Employment Services (Inc.), 6

Thorogood St, Victoria Park WA 6100.
Ph: +61 9 470 2311; Fax: +61 9 470 4314

363

TPP/NREC 53.10
Durnan, Deborah.

Vocational education and training pathways for indigenous peoples with particular reference to Aboriginal community controlled organisations.

The project is an empirical study which will investigate the specific nature of the backgrounds and aspirations of students who enroll in the community controlled sector, the kinds of educational choices they are making, and the pathways they are taking form formal and non-formal community programs into work.

The purpose of the project is to allow Aboriginal VET policy makers and decision makers to assess in more concrete terms the specific contributions which independent community controlled providers make to the overall VET system's goal of greater equity in relation to Aboriginal success, participation and outcomes. In particular, it will provide much needed data on important alternative pathways for Aboriginal people into and out of vocational education and training system, pathways for which the evidence to date has been almost entirely anecdotal. It will also give providers themselves more concrete data on their own performance in relation to community and system goals, and a more detailed understanding of their own students' and communities' needs and aspirations.

PROJECT STATUS: This project will commence in February 1998 and will conclude in October 1998.

Keywords: Community programme; Student; Educational opportunity; Access to education; Aboriginal education; Transition from school to work

PROJECT CONTACT ADDRESS:
Deborah Durnan, Research Consultant, FIAEP Secretariat, 43 Giles St, Alice Springs NT 0871. Ph: +61 8 8953 1668

364

TPP/NREC 53.11
Ray, John.

Trends in employment by occupation by industry from 1987 to 1996.

The project involves the preparation of a series of tables to illustrate the features and trends in employment of the nine year period form 1987 to 1996. All data will be sourced from ABS data.

PROJECT STATUS: This project will commence in February 1998 and will conclude in April 1998.

Keywords: Trend; Employment

PROJECT CONTACT ADDRESS: John Ray, John Ray & Associates, 11 Gibbes Place, Weetangera ACT 2614. Ph/Fax: +61 2 6254 8178; Email: johnray@interact.net.au

365

TPP/ANTA 53.01
Booth, Robin.

Access to the Internet: equity issues.

This project will explore the issue of access to communications technology infrastructures, particularly by coordinators and teachers who are managing and delivering programs and courses to students from equity areas.

PROJECT STATUS: Proposed completion date: May 1998

Keywords: Internet; Educational technology; Access to education

PROJECT CONTACT ADDRESS:
Robin Booth, Access Educational Services, TAFE NSW, PO Box 357, Granville 2142. Ph: +61 2 9637 5674; Fax: +61 2 9637 5083.
Email: robin.booth@tafensw.edu.au

AUSTRALIAN NATIONAL TRAINING AUTHORITY

366

TPP/ANTA 53.02
Hicks, Rebecca.

Investigate the use of online technology for delivery of training to remote areas.

To investigate the feasibility of developing an external delivery of a full-time vocational course using online technology to areas where course numbers are small or where distance is a limitation to the conduct of a conventional course.

PROJECT STATUS: Proposed completion date: January 1998

Keywords: Educational technology; Online delivery; Online learning

PROJECT CONTACT ADDRESS:
Rebecca Hicks, Project Officer, Hedland College Social Research Centre, PMB 1, South Hedland WA 6722. Ph: +61 8 9158 9525; Fax: +61 8 9172 3560.
Email: rebeccah@hedland.edu.au

4 Paths for printing.154
Aboriginal adaptation of Certificate IV in Workplace Training (Category 2): a guide for Aboriginal trainers. 039
Aboriginal and Torres Strait Islander trainees placed in Environment Traineeships. 037
Aboriginal Drug and Alcohol Council. 042
Aboriginal offenders program "Mabbyle Largenner" : report 1997. 097
Access and equity performance indicators and benchmarks. 340
Access and participation of non English speaking background students in mainstream courses in TAFE SA : a research project. 341
Access to assessment initiative. 290
Access to the Internet: equity issues. 365
ACE-VET Paper. 031
Achieving cultural diversity in group training companies: a good practice model. 219
Action learning in the National Vocational Education and Training System (NVETS): policy and practice. 344
Adult education: the Hamburg Declaration: the Agenda for the Future. 258
ALP promises funds for TAFE. 077
Alternative to human resources development (HRD) in Korea: the new college system. 278
Analysis of evaluation material on TEED's national development activities. 291
Annual report 1996-1997. 184
Annual report 1996. 200, 314
Annual report 1997. 222
Annual report of vocational education in China 1996. 316
Answering essay-type questions. 295
Apprentices and trainees reach record levels. 136
APSDIN news, number 2, December 1977. 315
Ara Kuwaritjakutu project: towards a new way: developing training packages/resources for indigenous vocations. 040
Around 1000 jobs in 30 days. 110
Asia and the West: curriculum content and processes that go beyond the separation of peoples and cultures. 004
Assessing NVQs. 311
Auditor training program. 343
Ausbildung zum kaufmann/zur kauffrau im Einzelhandel: training for shopkeepers/business people in retail trade. 321
Australia's youth: reality and risk. 242
Australian apprentice and trainee statistics: apprentices and trainees in Australia 1985-1997: at a glance. 099
Australian Recognition Framework arrangements. 229
Australian Recognition Framework. 063
Australian Recognition Framework: ensuring quality training outcomes. 230
Australian training review no 26, March/April/May 1998. 135
Australian training review no 27, June/July/August 1998. 151
Automated/electronic testing: an evaluation of two computer applications. 008
Awarding bodies common accord. 328

Best practice and benchmarking in Aboriginal community-controlled adult education. 199
Boundaryless behavior is our number one value: re-mapping values across the terrain of productive knowledge. 133
Brambles traineeships: in for the long haul. 022
Bridge to the future: Australian's national strategy for vocational education and training 1998-2003. 159
Building a better work-place. 251
Building pathways: school-industry work placements for Aboriginal and Torres Strait Islander secondary students: an ATSIPTAC discussion paper. 044
Business studies for international students. 074
Business Training Centre, Nanjing China: feasibility study: draft. 190

Careers advice and the careers service: the experiences of young people. 286
Careers: how sound career advice lifts productivity. 049
Case study of small training organisations on the road to QETO. 119
Case study: Stanwell Power Station. 048

212

TITLE INDEX

CBT in action: longitudinal evaluation. 122
CEDEFOP work programme 1997. 279
Challenges of the twenty-first century. 337
Code of ethics for research in open and distance education. 239
Collective bargaining and consultation over continuing vocational training. 274
College of Customised Training [final] annual report 1996. 225
Colours of learning. 080
Community development: bibliography. 209
Community engineering. 043
Community services (community access): certificate IV course. 005
Comparative analysis of four computerised assessment programs for flexible delivery in Canberra Institute of Technology. 007
Competency-based training in Australia: an implementation failure or partial and unexpected success by default? (Beaut! It's British so there's no need to read the handbook) 150
Content and delivery methods for teacher training in the use of online technologies. 347
Cost of training apprentices in Australian firms. 115
Cost-effectiveness of open and flexible learning for TECs. 287
Country report: Pakistan. 277
CPSC corporate plan 1998-2003. 309
Critical judgement and professional practice. 160
Crunch time: living under the new ANTA agreement. 021
Current developments in VET. 113
Current policy: facilitator or foe? 016
Curriculum perspectives, vol. 18, no. 1, April 1998. 001

Dangers in new VET for schools? 014
Data news, issue 6, winter 1997/98. 317
Dealing with the effects of workplace literacy within a safety framework. 342
Delivery of training programs: changing designs. 339
Delivery of VET programs by adult and community education providers. 354
Designing workplace assessment tools: a self directed learning program. 131
Detailed guidelines for the 1999 to 2001 industry training plan. 197
Development of a training course infrastructure in remote communities that reflects client needs rather than provider comfort. 033
Diploma in adult education: a jointly developed corporate education initiative. 172
Disability Service Plan 1996. 224
Do you really use your computer properly? 138
Dollars, training and the American way. 109

Economic change and the demand for nonformal training. 270
Education and skills development: planning issues. 271
Education and training for 16-18 year olds: individual paths and national trends. 327
Education and work: dialogue between two worlds. 091
Education at a glance: OECD indicators. 322
Education facing the crisis of values: strategies for strengthening humanistic, cultural and international values in formal and non-formal education. 326
Education for self-determination: a review of the implementation of the recommendations of the Royal Commission into Aboriginal Deaths in Custody in relation to Aboriginal community-controlled adult education. 198
Education in the New Zealand armed forces. 236
Educational development in China. 310
Effective communication and training: a guide for workplace trainers in the Australian coal industry. 168
Elements of successful marketing in the on-line training environment. 349
Embracing diversity: a VET disability strategy. 054
Employee financial participation: a logical consequence of enterprise bargaining? 183
English for occupational purposes. 302
Enhancing partnerships in TVET information networking in the Asia-Pacific region. 132
Enhancing the post-16 curriculum: value-added perspectives. 336
Enterprise-related training: a survey. 181
Entry-level training and the new apprenticeships: delivery and funding options. 123

Equipping the citizen worker for global competitiveness. 281
Establishing an integrated national VET statistical information program 1998-2003. 101
Ethics and ethics education: professional and curricular best practice. 002
Evaluating cross-cultural training for Group Training Companies. 218
Evaluating the contribution of competency based training and assessment to Australian VET. 359
Evaluating the contribution of competency based training. 360
Evaluation of the network elements of TAP: training for Aboriginals and Torres Strait Islanders. 188
Everything you need to know about apprenticeships in New South Wales: an employer's handbook. 027
Everything you need to know about traineeships in New South Wales: an employer's handbook. 028
Excellence in governance: a guide for industry training boards. 212
Excellence in governance: a guide to best practice in TAFE Institute Councils. 211
Expenditure on education and training: estimates by sector and course. 246
Exploring the online learning environment. 079

Factors affecting learning in the workplace. 165
Fair go for everyone in post-compulsory education: a retrospective view or Labor's love lost? 105
Fellow travellers: adult education amongst children: educating parents in the Playcentre movement 1941-1997. 238
Final report: child care training feasibility study Taipei, Taiwan. 192
Financing skills for development: an evolving role for the public sector. 272
Flexible delivery in VET for Aboriginal students and communities. 067
Flexible learning: best practice in establishing and operating a shopfront learning centre. 006
Focus: Australian agency for international development, March 1998. 312
Forging pathways: good practice in community-based adult education. 215
Formal equal opportunities policies and employment best practice. 288
Framework for competency based assessment: in vocational education and training in Western Australia. 221
Framework for registration and quality assurance of training organisations in NSW: incorporating the Australian Recognition Framework and the NSW Quality Framework. 024
Framework for the 1999 to 2001 industry training plan. 196
Framing the future: project report. 083
French baccalaureat professionnel. 333
Future qualifications policy for New Zealand: a plan for the National Qualifications Framework. 255
Future tertiary education policy for New Zealand: tertiary education review. 257

Gender project tackles inequality. 069
German system of assessment and certification in vocational training. 301
Getting to grips with the gift horse's mouth: a study of the direct funding of a community-based education provider. 231
Good thinking good practice: towards an institutional design for research in VET. 116
Guide to access and equity for training organisations seeking registration or quality endorsement. 084
Guide to coaching. 086
Guide to facilitating work based learning. 088
Guide to project based learning. 087
Guide to the Industry Training Act. 250

How well do our entry level training models fit the labour market of the 1990s? 094

Implications and challenges of writing competency based assessment in office administration courses. 009
Improving the profitability of small business through training. 046
In league with innovation. 140
In partnership for Australia. 124
Industry training in Indonesia: a survey of selected Indonesian companies. 191
Industry training plan 1999-2001. 148
Information and networking systems in technical and vocational education and training: Philippines. 324
Information kit: creating a more responsive and dynamic workforce. 126
Instructor training in advanced technology. 261
Interaction in classes at a New Zealand university: some international students' experiences. 234
International Labour Organization. 303
International students: Murdoch University and TAFE International, Western Australia research study on international students studying at Technical and Further Education (TAFE) Colleges in Western Australia. 223

TITLE INDEX

Investigate the use of online technology for delivery of training to remote areas. 366
Investigation of factors influencing employer participation in the New Apprenticeship Scheme in regional South Australia. 345
Investors in people: case study: Pacific Seeds. 053
Investors in people: the importance of a culture of learning and continuous improvement. 052
It's really all about giving options. 156
ITO non-members survey: summary report. 289

Job compact mark II? 130
Jobsmatch 1000 final evaluation report. 292
Just enough to tease us: an evaluation of the scope and effectiveness of access programs for Aboriginal women. 220

Key directions for vocational education and training 1998 to 2000. 060

Labor commits to developing TAFE. 071
Labour market for apprentices: employer and Group Training Company (GTC) experience in recruiting apprentices. 178
Labour market for child care workers in Australia. 179
Labour market for young Australians. 243
Labour market programs and labour market outcomes. 127
Learning and quality improvements in the workplace: two case studies. 204
Learning Circles Australia: the ABC to learning circles. 240
Learning for life. 153
Learning for life: review of higher education financing and policy: final report. 118
Learning for the 21st century: first report of the National Advisory Group for Continuing Education and Lifelong Learning. 104
Learning needs, disadvantage and student diversity in vocational education in TAFE. 169
Learning styles. 090
Learning the job: messages in on and off-the-job training. 117
Legal training for VET. 108
Lifting the profile of vocational education and training in schools. 051
List of subject classified library holdings. 306
Little more special than most. 152
Local labour market variations in post-16 participation: evidence from the end of the eighties. 285

Managing classroom behaviour. 078
Many voices: a journal of new settlers and multicultural education issues. no. 10. 248
Many voices: a journal of new settlers and multicultural education issues. no. 8 249
Mapping exemplary courses under AQF to establish notional duration statements: a report. 174
Market for vocational education and training: conference papers. 102
Meals on our knees: factors contributing to success in non-traditional courses for women studying at a distance. 026
Mind dependency of vocational skills. 146

National cooperation on technology in VET. 351
National training strategy for community housing management. 036
New additions to list of subject classified library holdings. 307
New apprenticeship and traineeship opportunities for Aboriginal and Torres Strait Islander peoples. 045
New Apprenticeship Centres. 062
New Apprenticeships centres helping young people and employers. 155
New Apprenticeships involving school students. 065
New careers for Aboriginal peoples program. 035
New challenges new horizons: construction industry models for best practice in training access and effective participation in competency based training for Aboriginal and Torres Strait Islander communities. 038
New industrial metalworking occupations. 299
New learning technologies initiatives in the Adult and Community Education sector. 348
New learning technologies. 107
New management practices and enterprise training. 355
New Zealand journal of adult learning, vol.25, no.1, May 1997. 247

Non-participation in adult education: a case study of pre-marriage education programmes. 237
Northern Australia skills shortages report 1997. 147
NVQ framework. 319
NVQ system: who does what? 318

Occupational health, safety and welfare and VET. 068
Occupations in the hotel sector within the European community: a comparative analysis. 298
One for every day of the year and one for a leap year: development of an integrated training information program to support the Aboriginal and Torres Strait Islander tourism industry. 041
One-stop shop for forest products. 106
Options at 16 and outcomes at 24: a comparison of academic and vocational education and training routes. 282
Outcome study of entry level VET on young people with disabilities. 362
Outcomes and profiles: changes in teachers assessment practices. 003
Overseas Vocational Training Cooperation Center. 304
Overview of Australia's bilateral assistance to the development of technical and vocational education in the Asian and Pacific regions, and a preliminary analysis of the Indonesian country program. 121
OVTA: Overseas Vocational Training Association. 266

Packaging training for gender equity. 025
Paper from Business Council of Australia. 093
Paper on Skills Express Initiative. 034
Pathways to opportunities: tourism and hospitality. 214
Paying their way: the experience of adult learners in vocational education and training in FE colleges. 265
Philosophy, rationale and systems of technical and vocational education and training. 268
Policy as discourse. 176
Policy guidelines for medium-term priorities 1997 to 2000. 276
Population flows: immigration aspects. 120
Portrait of youth. 095
Post-16 participation attainment and progression. 329
Practice of action learning. 089
Present state of education system at a distance and its potential and limitation in Vietnam. 280
Principles for the development of core skills across the curriculum. 305
Private sector linkages program: final report: feasibility study to evaluate the adaptation and supply of the Certificates in Workplace Education (CWE) in People's Republic of China. 193
Progression and core skill issues in the Hamlyn/CILNTEC post-16 unified curriculum project. 335
Publications catalogue: 1998. 100
Putting competencies to work for managerial effectiveness 180
Putting the 'E' back into VET. 141

Quality in guidance for adults. 323
Quality teachers for quality learning: a review of teacher education. 256

Racing and TAFE in harness. 112
Rampant megalomania. 162
RCVET forum: young people and work. 017
Reading and understanding texts. 294
Readings in Australian vocational education and training research. 125
REAPing what you sow: exploring community education practices and processes. 232
Recipe for success in bridging training: the Stara College child care assessment and bridging project. 170
Recording and recognising achievement in a unified curriculum. 330
Reform of post-16 education and training and the lessons from Europe. 331
Relationship between NVQ and GNVQ levels and academic qualifications. 320
Report on research funding schemes 1997. 201
Report on the trial of the new WELL program reporting mechanism. 103
Researching the model of standard working-time in Australia: theoretical preliminaries. 182
Responding to an ideologically driven VET system. 076
Rethinking work for growth and success. 092
Review of employment strategies for Aboriginal and Torres Strait Islanders. 187
Reviewing the links between research and policy. 194
Right sizing TAFE institutes. 143

TITLE INDEX

Select list of literature available on education and training at the Tertiary and Vocational Education Commission. 308
Senate scrutiny of VET. 163
Showcasing best practice in Victoria's vocational education and training system. 175
Skill correction and accelerated learning in the workplace: an experimental field trial of the Conceptual Mediation Program and Old Way/New Way. 173
Skills shortage in Northern Australia. 144
Skills training for productivity: strategies for improved efficiency in developing countries. 273
Skills, qualifications and utilisation: a research review. 262
Small enterprise workplace learning: links to school vocational education. 361
Specific and generic numeracies of the workplace. 189
Standards in action: using national standards for human resource management and development in further education. 313
State strategic plan for vocational education and training 1998 to 2000: the plan: strategy overview. 055
State strategic plan for vocational education and training 1998 to 2000: part1: the planning context 056
State strategic plan for vocational education and training 1998 to 2000: part 2: the demand for training 057
State strategic plan for vocational education and training 1998 to 2000: part 3: the supply of training 058
State strategic plan for vocational education and training 1998 to 2000: part 4: improving training 059
Staying on in full-time education after 16: do schools make a difference? 283
Strategic planning, Joondalup Campus, capital works, stage 2.2 and beyond. 228
Student perceptions of career development and employment services in TAFE. 177
Student trainee project. 166
Study of student perceptions of their participation within the context of a joint educational development. 030
Succeeding in post secondary education and training: a report on post secondary education and training options for people with mental health problems and mental disorders. 227
Support tools for decision making in online training delivery. 350
Supporting efficiency and harmony in the workplace. 075

TAFE means business. 073
TAFE works. 072
Taking care of business: growth through group training: issues paper. 203
Taking training to the people: a flexible delivery case study: Open Training and Education Network. 032
Talking to Kevin Peoples. 142
Tauondi: a record of the Aboriginal Community College's first 20 years. 149
Teachers at work: utilising professional teaching skills in industry settings. 114
Technical and vocational education and training: an overview. 267
Technical and vocational education and training: proceedings of the Regional Seminar on Technical and Vocational Education and Training. 260
Technical Education and Skills Development Act of 1994 (Republic Act no. 7796) with implementing rules and regulations. 264
TECs and women: action issues. 293
Tender brief for conference management of the development and delivery of physical workshops and an Internet based online conference. 352
Tender brief for technology management of an Internet based online conference and physical workshop. 353
Throwing light on the shadows. 137
Towards a unified 16+ curriculum. 332
Traineeships and the TAFE HSC pathway. 023
Training action manual: responding to the training challenge. 254
Training agenda: a journal of vocational education and training. 010
Training and business strategy. 047
Training audit of businesses in the Launceston region. 098
Training credits for young people: a prospectus. 300
Training development in the food processing industry: a guide for the food processing industry in Tasmania. 096
Training for a global future. 111
Training for Britain's economic success. 275
Training in a different Asia. 139
Training in schools: the parents' perspective. 012
Training titbits: a pot pourri of items of interest to do with vocational education and training. 161
Transfer of traditional education and training programs to online learning opportunities. 134
Transfer: VET research and practice, vol 3, no 1, April 1998. 217

Transforming lives, transforming communities: conceptual framework for further education curriculum. 241
Transitions in the labour market: evidence from the survey of employment and unemployment patterns. 128
Trends in employment by occupation by industry from 1987 to 1996. 364
Trends in the TAFE workforce and their implications for the training and development of TAFE staff 1998-2008. 346
Trialling of the Australian Quality Awards self-assessment model by a representative consortia of private providers: pilot project. 216
Truancy and youth transitions. 284

Understanding adult intellectual development. 233
Unifying strategies and organisational change in post-16 education. 334
University admissions for NSW TAFE graduates: procedures and outcomes for NSW and ACT universities. 029
University-TAFE libraries: a way to the future: a review of relevant literature. 185
User choice in the Northern Territory. 157
User choice: latest update. 064
Using a head-mounted video camera system and two-stage de-briefing procedure: a new approach to advanced skills training in industry: final report. 171

VET in small rural school communities. 356
VET in the universities: Cinders at the ball? 020
VET in the world of work. 050
VET matters: vocational education and training, issue 7, April 1998. 061
VET onlinefor Group Training. 158
Virtual campus: virtually everywhere: from inception to delivery: a guide for trainers, educators and training providers. 082
Virtual library: library support for on-line learners in the vocational education and training sector. 081
VISA vis-a-vis VET in schools in 1998. 066
Vocational education and the changing demand of the world of work. 338
Vocational education and training for people from non-English speaking backgrounds. 357
Vocational education and training in Australia: an analysis of participation and outcomes using longitudinal survey data: final report. 167, 203
Vocational education and training in New South Wales schools. 013
Vocational education and training pathways for indigenous peoples with particular reference to Aboriginal community controlled organisations. 363
Vocational education and training plan Victoria 1998. 207
Vocational education today: topical issues. 210
Vocational training in the tourist industry: a documentary study. 259
Vocational training policy: international issues. 269
Vocational training: broadening the options. 015
VOCED on the web. 205

Wage differentials between men and women: evidence from cohort studies. 325
Wahine Maori: their participation in adult education. 235
Websites, brown paper, lipstick and knowhow. 145
Western Australian Dept of Training annual report 1995-96. 226
Westward ho or westward hum? 164
Whither TAFE graduates? 018
With great difficulty: the assessment of attitudes and ethics at work and in training. 202
Women and VET: a critical review of the literature. 358
Women in VET forum. 019
Women: creating the connection: women and information technology in the vocational education and training sector. 208
Work based learning: the flow chart for core analysis: a technique for analysing work activity using work based learning core skills. 263
Work placement experience: the student perspective. 206
Working together: employment relations in the 1990s: volume one. 252
Working together: employment relations in the 1990s: volume two. 253
Working towards 2010: flexibly delivered staff development. 186
Workplace Language and Literacy in Action Scheme evaluation report. 085

TITLE INDEX

Workplace language and literacy in action: language, literacy and numeracy skills development, training packages and workplace training: final report. 070
Workplace mentoring: learning or control? 195
Writing laboratory and workshop reports. 296
Writing research papers. 297

Young and ACE: young unemployed people in Adult and Community Education. 213
Young people and labour market disadvantage: the situation of young people not in education or full-time work. 245
Young peoples' participation in and outcomes from vocational education. 244
Youth employment, unemployment and school participation. 129
YouthForce: tackling the problems of youth unemployment. 011

This index is in alphabetical order of author or contact person responsible for the preparation of the listed documents or projects. The numbers in this index refer to the running numbers of the individual entries.

AUTHOR INDEX

Adams, Judy 008
Ahern, Julie 351, 352, 353
Aik, Kam Chuan 302
Ainley, John 051
Altinkaya, Judi 231
Anderson, Damon 143, 177
Anderson, Tony 169
Armstrong, Laurie 348
Arnott, Allan 232
Aubrey, Jill 292
Austen, Gail 046
Axarlis, Stella 156

Bagshaw, Mark 054
Ball, Katrina 244
Banks, Julie 218, 219
Battilana, Joy 084
Battistutta, Diana 173
Baxter, Paul 173
Beaton, Danny 287
Beckett, David 133, 160
Beeton, Danny 291
Benseman, John 247
Benton, Lynne 185
Berrevoets, Erik 187
Berry-Lound, Dorothy 289
Billett, Stephen 359
Blakeley, John 173
Blunden, Ralph 146
Bolden-Walker, Terry 362
Bolton, Simon 340
Boman, Marian 019
Bonnie, C. 086
Boot, Tom 034
Booth, Robin 365
Boughton, Bob 198, 199
Bowen, Helen 084
Bradshaw, Delia 241
Brearley, Laura 122
Brennan, Roz 012
Bryce, Kim 209
Buckingham, Elizabeth 189
Buckskin, Pat 040
Burke, Gerald 246
Burns, Wendy 345
Burr, Brenda 209
Burrows, Barry 097
Butler, Elaine 358
Butler, Kim 073
Byrom, Georgina 074

Campbell, Iain 182
Carson, Rosemary 075
Casey, Bernard 284
Cervi, David 010
Chacko, Sally Ann 297
Chai, Charles 190
Cheng, Yuan 283, 327
Cherk, Lee Ming 295
Cheshire, Carol 135, 156
Chiswell, Maureen 356
Choy, Chew Yeong 295
Cielens, Marty 070
Clark, David 048
Clemans, Allie 215
Cohen, Ruth...[et al.] 029
Coman, Peter 138
Connell, Bob 169
Connole, Helen 025
Connors, Karyn 192
Coombs, Lesley 195
Cooper, Tom 173
Courtenay, Marianne 025
Crombie, Alastair 240
Crowley-Bainton, Theresa 290
Crump, Stephen 169
Currey, Christine 169

Dakin, James 236
Davies, Marilyn 030
Davies, Merryn 206
De Leo, Joy 343
De Leon, Wendy T. 324
De Simone, Agi 008, 009
Delaney, Bernadette 208
Dhanarajan, Gajaraj 339
DiLorenzo, Pam 066
Dockery, A.M. 115, 130
Dockery, Michael 127, 128
Doherty, Bev 062
Dole, Shelley 173
Dougherty, Christopher 271
Drewett, Alison 288
Dumbrell, Tom 011
Durnan, Deborah 198, 199, 363
Dusseldorp, Jack 242
Dyson, Chloe 208

Eckersley, Richard 095
Edmonds, John 275
Edwardes, Cheryl 152
Ellison, Chris 155
Ellison, Christopher 108
Evans, Terry 239

Fields, Tony 073
Figgis, Jane 152
Findsen, Brian 247
Fooks, Des 021, 161, 162, 163, 164
Forward, Pat 072
Francis, David 174
Frank, Lisa 122
Fryer, R.H. 104

Gallasch, Pat 082, 084, 090
Gattegno, Guy 087, 088
Gerrie, Carmel 032
Gillespie, Paul 006
Gray, John 285
Gray, Mike 149
Green, Andy 331
Greening, Douglas 016
Grey, Kim 187
Gribble, Ian 346
Griffin, Patrick 003
Groot, Wim 181
Guerra, Duccio 298
Gurcharn, Charanjit S. Nee 294

Halliday, Sue 093
Hansen, Patricia 052
Harford, Maddy 165
Harmsworth, Peter 107
Harper, Graeme 150
Harris, Lea-ann 158
Harris, Liz 204
Harris, Roger 117, 237
Harrison, Margaret 233
Hauenschild, Harry 050
Hayman, Sarah 132, 205
Hayton, Geoff 047
Herbert, Anne 344
Herbert, John 053
Hewett, Rex 071
Hewison, A.R.C. 014
Hicks, Rebecca 366
Ho, Jackie 170
Ho, Karen 170
Hoch, Hans-Dieter 299
Hodgson, Ann 334
Hoenig, Ron 080
Holdforth, Dianne 176
Hopkins, Sonny 121
Hughes, Philip 091
Hui, Lin Shou 192
Hull, Eileen 204
Hunt, Martha 263
Hutchinson, Lou 064

Inglis, Rob 192

Jackson, Pam 032
Jarvis, John 154
Jesson, David 285
Jewson, Nick 288
Jones, Geoff 227
Joshi, Heather 325

Kearns, Peter 141
Keating, Jack 194
Keating, Jane 054
Keenihan, Chris 043
Kennett, Barry 144
Kenway, Jane 210
Kenyon, Richard 102
Kim, Jae-Woong 278
Kimball, Duncan 145
Kopusar, Pat 220
Koshy, Paul 115, 129
Kyriakakis, Vicki 112

AUTHOR INDEX

Lamb, Stephen 167, 203
Latham, Mark 077
Lauglo, Jon 269
Lawn, Rosie 227
Lee, Kar-Tin 134
Lee, Sang-Joe 261
Lelah, Gillian 122
Levy, Margaret 263
Lewis, Philip E.T. 129
Lim, Jeremy 179
Long, Mike 167, 203
Lovat, Terence J. 002
Luan, Chieu Quoc 280
Lukin, Annabelle 168
Lyndon, Harry 173

Macdonald, Fiona 245
MacDonald, Helen 245
Mackey, Julie 110
Maglen, Leo 121, 134
Malan, Jack 291
Malley, Jeff 123, 167, 180, 203
Marquardt, Michael 141
Marsh, Colin J. 001
Marshall, Vivien 262
Mason, David 288
Masri, Munther W. 338
Masters, Wendi 157
Mathews, Jane 182
Mawer, Giselle 025
McClelland, Alison 245
McDonald, Ian 033
McLennan, Jim 171
McNickle, Cathy 007
Middleton, John 273
Mills, Colleen 234
Minniecon, Bob 039
Moran, Terry 113, 159
Morris, Andrew 332, 334
Morris, Bill 275
Mossop, Rilda 202
Mulcahy, Dianne 360
Muller-Warson, Liliane 259
Murphy, Clare 081
Murray, Josephine 089
Murugasu, V. 267

Norton, Marion 054

O'Brien, Clare 187
O'Connor, Rory 049
Omodei, Mary 171
Owen, Glyn 292

Paci, Pierella 325
Pai, Sue Pi 192
Parfoot, W.R. 042
Park, Michelle 079
Parsons, David 262
Payne, Joan 282, 327
Pears, Harriett 223
Pearson, Geoff 103
Peoples, Kevin 076, 142
Peroni, Giovanni 298
Peters, Kristine 342
Pickett, Les 109, 180
Pogliani, Claude 007
Power, Colin N. 337
Purcell, Rosemary 070

Rajagopalan, Rohini 296
Ray, John 364
Reeder, Noel 235
Reisse, Wilfried 301
Retford, Les 041
Rich, Denis 171
Rich, Karen 187
Robert, Fran 192
Robertson, James 084
Robinson, Chris 102, 111, 125, 132, 136, 153, 244
Rodney Spark, CMMU, Office of Training and Further Education 349, 350
Rossiter, Will 288
Rumsey, David John 268
Rushbrook, Peter 215
Ryan, Chris 206
Ryan, Keith 098

Schlottau, Walter 299
Seddon, Terri 116, 169
Sefton, Robin 114
Shackleford, Peter 065
Shearer, Denise 341
Shortus, Louise 026
Simons, Michele 117, 237
Siregar, Harold Apul 297
Smith, Andrew 047, 355
Smith, David 284
Smith, Peter J. 139, 191
Sofo, Francesco 105
Spark, Rodney 347
Spours, Ken 329, 336
Stover, Sue 238
Strickland, Andrew 140
Stromback, Thorsten 115, 127, 128, 130
Sweet, Richard 094, 137

Teese, Richard 206
Thomas, Charles 179
Thomson, Peter 125
Tirmazi, S. Irshad Hussain 277
Tranmer, Mark 285
Tregenza, Karen 210
Tremills, Denise 209
Truce, Lawrence 092
Turberville, Sarah 183

Underwood, Fiona 117

Van Adams, Arvil 273
Versluis, John 106
Volet, Simone 204, 223
Volkoff, Veronica 354, 357

Wakefield, Lyn 103, 193
Walker, Kim 166
Waller, Viv 187
Ward, Carol 063, 067
Waterhouse, Peter 114
Watkins, Peter 210
Watson, Andrew 292
Watson, Judith 333
White, Margaret 004
Willis, Peter 117
Wilms, Wellford W. 270
Wilson, Erin 220
Wilson, Vicki 040
Wiltshire, Ken 054
Winterton, Jonathan 274
Winterton, Ruth 274
Witherspoon, Sharon 286, 327
Wolf, Alison 290
Wooden, Mark 243
Wu, Lincoln 192, 193
Wyatt, Frank 361
Wyscherley, Browen 342

Yang, Lotus Chi 192
Yee, Christine Tan San 302
Ying, Wiwi 115, 127, 128
Young, Michael 330, 334, 336
Young, Michael...[et al.] 335
Younger, Anne 122

Ziderman, Adrian 272, 273

This index is in alphabetical order of Institution or Organisation responsible for the preparation of the listed documents or projects. The numbers in this index refer to the running numbers of the individual entries.

CORPORATE *AUTHOR INDEX*

Aboriginal and Torres Strait Islander Peoples' Training Advisory Council. (ATSIPTAC) 045
Association of TAFE Institutes. 211
Australia. Dept of Employment, Education and Training (DEET) 187, 188
Australia. Dept of Employment, Education, Training and Youth Affairs (DEETYA) 118, 178, 179, 192, 201
Australia. Dept of Immigration and Multicultural Affairs (DIMA) 120
Australian Agency for International Development. 312
Australian Chamber of Commerce and Industry. (ACCI) 147
Australian Competency Research Centre. 217
Australian Curriculum Studies Association. (ACSA) 001
Australian National Training Authority. (ANTA) 175, 186, 229, 230
Australian National Training Authority. National Staff Development Committee (NSDC) 085, 086, 087, 088, 089, 090, 203
Australian Student Traineeship Foundation. (ASTF) 124

Canberra Institute of Technology. Dept of Human Services (CIT) 005
College of Customised Training (W.A.). (CCT) 225
Colombo Plan Staff College for Technician Education. (CPSC) 309
Construction Industry Training Board. 148
Curtain University. Centre for Labour Market Research 200

Dusseldorp Skills Forum. 242

Enterprise Care Consulting Group. 212
European Centre for the Development of Vocational Training. (CEDEFOP) 276, 279, 314

Federation of Independent Aboriginal Education Providers. (FIAEP) 198, 199

Germany (West). Federal Institute for Vocational Training 299
Great Britain. Employment Department Group 300
Great Britain. Further Education Unit (FEU) 305, 313, 323
Great Britain. National Council for Vocational Qualifications (NCVQ) 328

Launceston Workplace Learning. Tasmanian Employment Advisory Council (TEAC) 098

Melbourne. Adult, Community and Further Education Board 213
Monash University. National Key Centre in Industrial Relations 182, 183
Murriman Training Service. 031

National Centre for Vocational Education Research. (NCVER) 099, 100, 101, 102, 184, 315
New South Wales. Dept of Training and Education Co-ordination (DTEC) 027, 028
New South Wales. Vocational Education and Assessment Centre (VEAC) 131
New Zealand Council of Trade Unions. 251
New Zealand. Education and Training Support Agency 250
New Zealand. Ministry of Education 255, 256, 257
North Metropolitan College of TAFE (W.A.). 228

Office of Training and Further Education. (OTFE) 214
Open and Distance Learning Association of Australia. 239
Organisation for Economic Co-operation and Development. Centre for Educational Research and Innovation (OECD) 322
Overseas Vocational Training Association. (OVTA) 304

People's Republic of China. Central Institute for Vocational and Technical Education 316
People's Republic of China. State Education Commission 310
Philippines. Technical Education and Skills Development Authority (TESDA) 281

South Australia. Department of Education, Training and Employment (DETE) 055, 056, 057, 058, 059, 060, 061, 078, 083
South Australia. Dept of Education, Training and Employment (DETE) 196, 197
Sri Lanka. Tertiary and Vocational Education Commission 306, 307, 308

CORPORATE AUTHOR INDEX

Tasmania. Dept of Vocational Education and Training (DVET) 097
Tasmanian Food Industry Training Board. (TFITAB) 096
Telstra Learning. 172
Transport and Distribution Training Australia. 126

United Nations Educational, Scientific and Cultural Organization. (UNESCO) 258, 326

Victoria. Office of Training and Further Education (OTFE) 207
Victorian Employer's Chamber of Commerce and Industry. 190

Western Australia. Dept of Training 224, 226
Western Australia. State Training Board 119, 221, 222

This index lists subjects in alphabetical order, with record entries grouped under the relevant subject heading. The numbers listed in this index refer to the running numbers of the individual entries.

SUBJECT INDEX

AAACE 240
AAI 290
Aboriginal 187
Aboriginal community 033, 036, 038, 040, 043, 045, 067, 149, 198
Aboriginal education 032, 034, 037, 039, 040, 041, 042, 043, 044, 045, 097, 149, 198, 199, 220, 340, 363
Aboriginal employment 031, 033, 035, 097
Aboriginal student 067, 149
Aborigine 188
ABS 188
Academic achievement 329
Access to Assessment Initiative 290
Access to education 083, 084, 105, 167, 220, 224, 227, 339, 340, 341, 356, 362, 363, 365
Accreditation 024, 174
Accrediting authority 024, 174
ACER 123
Action learning 122, 344
Admission requirements 029
Adult 233
Adult basic education 231
Adult education 172, 198, 199, 213, 215, 231, 235, 236, 237, 238, 241, 247, 323, 348, 354
Adult learning 090, 160, 198, 233, 247, 258, 265
AEU 142
Agenda for the Future 258
Alcohol education 042
Allied health occupation 032, 042
Annual report 184, 200, 222, 225, 226, 314, 316
ANTA 021, 025, 101, 113, 125, 161, 162, 206
ANTA funded project 006, 099, 168, 189
ANTA Performance Review Committee 162
ANTARAC 206
ANTARAC funded project 173
Apprentice 027, 115, 117, 136, 155, 157, 163, 178, 203, 244
Apprenticeship 016, 021, 027, 045, 062, 099, 110, 113, 123, 129, 154, 156, 178, 244
APSDIN 315
AQF 174
ARC 201
Article 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 153, 154, 155, 156, 236, 238
Articulation 029, 300
Asia 004, 121, 132, 139, 315
Asian and Pacific Skills Development Information Network 315
Assessment 003, 007, 131, 202, 221, 311, 330
ASTF 124
Attainment appraisal 330
Attitude 202
AusAID 312
Australia 004, 095, 229, 230
Australian Agency for International Development 312
Australian Bureau of Statistics 188
Australian Capital Territory 005, 006, 007, 008, 009
Australian Competency Research Centre 217
Australian Council for Educational Research 123
Australian Education Union 072, 142
Australian Labor Party 071, 077
Australian National Training Authority 021, 101, 113, 122, 125, 161, 162, 206
Australian Qualifications Framework 174
Australian Recognition Framework 063, 229, 230
Australian Research Council 201
Australian Student Traineeship Foundation 124

Basic skill 305, 335
Benchmarking 006, 199, 340
Best practice 002, 006, 082, 175, 199, 211, 212, 216, 219, 288
Bibliography 209, 306, 307, 308
Bilateral aid 121
Brambles (firm) 022
Bridging training 170
Buildings 148, 166
Business organisation 165
Business project 190
Business skill 073, 074

Canberra Institute of Technolgy 005, 006, 007, 008, 009
Career development 177, 208
Career planning 049
Case study 002, 115, 119, 186, 187, 188, 231, 237
Catalogue 100
CBT 122, 150
CEDEFOP 276, 279, 314
CEET 123
Centre for Labour Market Research 127, 128, 129, 130, 200
Centre for the Economics of Education and Training 123
Certificate in Workplace Education 193
CHEC 030
Child care 170
Child care facilities 192
Child care worker 170, 179, 192
China 190, 193, 310, 316
Classroom 078, 171
Classroom instruction 078, 248
CLMR 127, 128, 129, 130, 200
CMP 173
Coffs Harbour Education Campus 030
Collective bargaining 274
College governing council 211
College of Customised Training (W.A.) 225
Colombo Plan Staff College for Technician Education 309
Commercial education 073, 074
Communication 075, 168, 302
Communication skill 218
Community 170
Community centre 238
Community development 031, 232
Community education 104, 199, 213, 231, 232, 238, 348
Community participation 005, 209
Community programme 363
Competence 114, 180
Competency 122
Competency based assessment 008, 009, 221
Competency based training 122, 141, 146, 150, 202, 359, 360
Competency standard 180, 202
Computer 138
Computer assisted instruction 134, 347, 348, 350
Computer assisted testing 007, 008, 145
Computing 208
Conceptual Mediation Program 173
Conditions of employment 252, 253
Conference 260, 352
Conference paper 091, 092, 093, 094, 095, 102, 150
Construction 038, 048
Construction industry 016, 148, 166
Consultation 274
Continuing education 104

SUBJECT INDEX

Continuing vocational trainng 086, 087, 088, 089, 090
Corporate planning 207, 309
Correctional rehabilitation 097
Cost 115
Cost effective 138
CPSC 309
Cross cultural training 111
Cultural awareness 002, 004, 234
Cultural change 204
Cultural factor 234
Culture 204
Curriculum 004, 321, 332, 334, 335, 336
Curriculum design 241
Curriculum development 001
Curriculum research 001
Curtin University of Technology 127, 128, 129, 130
CWE 193

Daily living skill 035
Data analysis 147
Data base 205
Data collecting 147
Decision making 125, 148, 160, 171, 282
DEETYA 099, 161, 201
Delivery system 082, 109, 180, 291, 349
Department of Education, Training and Employment 055, 056, 057, 058, 059, 060
Department of School Education 030
Dept of Employment, Education, Training and Youth Affairs 161, 201
Dept of Vocational Education and Training 121
Development 122
Diploma course 172
Disability 224, 227, 340
Disabled person 005, 362
Disabled worker 054
Disadvantaged 169, 220, 235, 245
Distance study 026, 109, 239, 277, 280
Distribution 126
Drug education 042
DVET 121

E-QUAL (Educating for Quality) 227
Economic conditions 139, 179
Economic implication 275
Economics of education 270
EdNA 107
Education 091, 093, 095, 104, 187, 188, 248, 249, 255, 322, 326
Education Network Australia 107
Educational administration 211, 231
Educational development 121, 310
Educational expenditure 242, 246
Educational facilites 030
Educational indicator 322
Educational mobility 210
Educational needs 356
Educational opportunity 283, 363
Educational planning 324, 332, 336, 339
Educational policy 118, 176, 194, 331, 333
Educational programme 134
Educational reform 021, 334
Educational research 020, 100, 116, 176, 184, 239
Educational system 301, 322, 327, 333
Educational technology 107, 365, 366
Electric power generation 048
Employee 165, 183, 188
Employer 115, 144, 155, 157, 188, 345
Employment 015, 091, 093, 094, 098, 110, 127, 128, 129, 136, 159, 187, 188, 203, 292, 302, 364
Employment opportunity 069, 177, 243, 245
Employment pattern 011, 128
Employment service 163
Engineering 043
English 168, 302
English (second language) 103, 294
Enterprise 181
Enterprise bargaining 183
Entry into working life 361
Entry level training 094, 123, 125, 163, 180, 203
Environment 037
Equal opportunity 012, 078, 084, 105, 181, 218, 224, 227, 288, 293, 340
Equal treatment 025, 195, 340
Ethics 002, 202, 239, 326
Ethnic group 235
Europe 298, 314, 331
European Centre for the Development of Vocational Training 314
Evaluation 085, 122, 125, 287, 288, 291, 292, 360
Experiential learning 086, 087, 088, 089, 090, 092

Feasibility study 190, 192, 193
Final report 118, 193
Finance 183
Financial policy 118
Financing policy 231
FITEC 106
Flexible delivery 006, 007, 008, 032, 034, 067, 082, 087, 088, 089, 090, 094, 186, 287, 347, 348, 350, 351, 352, 353
Flexible facilities 006
Food industry 096
Foreign student 074, 223, 225, 234
Forest 106
Forest Industry Training and Education Consortium 106
Forest product 106
Forestry training 106
France 333
Fund 072, 077, 148, 201
Further education 241
Future 255, 276, 337

Germany, Federal Republic 299, 301, 321
Government policy 071, 072, 077, 108, 113, 118, 146, 152, 178, 179
Government role 203
Graphic art 154
Great Britain. Dept of Employment. Training, Enterprise and Education Directorate 291
Group discussion 240
Group training 203
Group Training Australia 110
Group Training Company 218, 219
Guidance personnel 086
Guide 186, 303, 304, 305

Hamburg Declaration 258
Health education 032
Higher education 118, 227, 242, 246, 257
Higher School Certificate 023
History 099
Hospitality 214
Housing 036
HSC 023
Human resources 278, 313, 338

Illustration 304
ILO 303
Immigrant 120
Immigration 120

Income 242
Independent study 240
Indonesia 121, 191
Industry 114, 147, 156, 157, 175, 196, 197, 212, 289, 203
Industry restructuring 251
Industry Training Act 250
Industry training advisory body 212
Information 101, 145
Information material 126
Information network 132
Information service 081
Information technology 082, 134, 145, 208, 324, 347, 348
Institutional research 143
Institutional role 143
Integrated training 117
Intercultural communication 234
International 269
International education 349
International Labour Organisation 303
Internet 082, 145, 205, 349, 353, 365
Islington Council 332

Japan 111, 266
JFA 110
Job analysis 298
Job placement 110, 177
Job skill 035
Job vacancy 110
Jobs for Australia 110
Jobsmatch 1000 292
Joint project 030, 190

Key Performance Measure 161, 162
Knowledge level 133
Korea 261, 278
KPM 161, 162

Labour contract 252, 253
Labour force participation 127, 129
Labour market 120, 127, 128, 136, 163, 167, 176, 179, 181, 203, 243, 245, 285
Labour shortage 147
Language 070, 168
Language teaching 085, 111, 248
Law 264
League for Innovation in the Community College 140
Learning 080, 107, 117, 134, 137, 165, 169, 240, 305
Learning process 079, 080, 263
Learning support 081
Legislation 250, 252, 253
Level of qualification 325
Library 081, 185
Lifelong learning 104, 153, 215
Literacy 070, 085, 103, 168, 342
Literature survey 125, 182, 185, 233
Local government 033

Management 180, 355
Management attitude 023
Manual worker 173
Maori 235
Marketing 349
Marriage 237
McDonald's 014
Mentor 086, 117, 195
Metalworking industry 299
Microeconomics 176
Migrant 168, 170
Migrant adult education 231
Migrant education 168, 218, 294
MindMedia 079
Mining 147
Ministry 108
Model 182
Modular training 335
Modular unit 335
Multiculturalism 248, 249
Multimedia instruction 107, 109

NACVETS 101
National 313
National Advisory Committee on Vocational Education and Training Statistics 101
National Association of ESOL Home Tutor Schemes 231
National Centre for Vocational Education Research 125, 135, 151, 158, 161, 184, 315
National programme 229, 230
National Qualifications Framework 255
National Research and Evaluation Committee 125
National Staff Development Committee 085, 086, 087, 088, 089, 122
National Training Framework 083
National Vocational Qualifications 290, 311, 317, 318, 319, 320, 328
NCVER 099, 100, 125, 135, 142, 151, 158, 161, 170, 184, 315
Network 134
New Apprenticeships 021, 062, 065, 123, 154, 155, 156, 345
New South Wales 010, 011, 013, 023, 024, 025, 027, 028, 029, 030
New South Wales. Adult Migrant English Service 168
New Zealand 231, 235, 236, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257
Newsletter 061
Non English speaking 103, 168, 218, 219, 340, 341, 357
Nontraditional occupation 026, 069
North Coast Institute of TAFE 030
North Metropolitan College of TAFE (W.A.) 228
Northern Australia 147
NREC 125
NSDC 122
NSW 010, 011, 013, 023, 024, 025, 027, 028, 029, 030
NSW AMES 168
Numeracy 070, 168, 189
NVQ 290, 311, 317, 318, 319, 320, 328

Occupational health 068
Occupational safety 068, 342
ODLAA 239
OECD 322
Off-the-job training 112, 117, 157, 173
Office of Training and Further Education 107, 175
Office work 009
Older people 233
On-the-job training 112, 117, 122, 251
Online delivery 079, 081, 366
Online learning 079, 081, 145, 366
Open learning 239, 287
Open Training and Education Network 026, 032
Organisation behaviour 180
Organisational change 092, 180, 204, 216, 336, 350
Organisational development 092
Organisational objective 207, 228
OTEN 026, 032
OTFE 107, 175, 207
Outcome of education 003, 018, 167, 242, 244, 279, 284, 286
Overseas employment 111
Overseas Vocational Training Association 111, 266, 304
OVTA 111, 266

Pacific region 121, 132, 315, 349
Pakistan 277
Parent education 238
Participation 104, 129, 167, 182, 195, 203, 213, 227, 235, 237, 242, 244, 245, 340, 341, 358, 362

SUBJECT INDEX

Pasefika Education and Employment Training Organisation 249
Pedagogics 160
Performance appraisal 030
Performance indicator 340
Periodical 001, 010, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 135, 151, 217, 247, 248, 249, 312, 315, 317
Philippines 264, 281, 324
Plan 224
Plan of operation 207
Planning 271
Planning of training 047
Policy formation 148, 176, 194, 257
Policy statement 276
Political aspect 176
Population 120, 147
Postcompulsory education 105, 143, 167, 176, 327, 329, 330, 331, 332
Preschool education 238
Primary education 246
Printing industry 154
Prisoner 097
Private sector 193
Private training provider 105, 123, 289
Professional continuing education 346
Professional knowledge 160, 321
Professional worker 002, 160
Programme 101, 180, 202, 279, 305, 354
Programme evaluation 188
Public administration 147
Public education 020
Public training 106
Publication 100

QETO 119
Qualifications 170, 172
Quality 119, 133, 256, 311, 313, 323, 336
Quality Endorsed Training Organisation 119
Queensland 359
Questionnaire 223

Reading 294
REAP 232
Recognition of prior learning 120, 170
Recruitment 178, 219
Regulation 027, 028
Report 140
Research 116, 125, 137, 150, 182, 194, 201, 217, 239, 345
Research and development 100, 184
Research paper 297
Research policy 201, 239
Research project 175
Research report 100, 137, 191
Research results 235, 237
Resource centre 081
Retail trade 321
RPL 120, 170
Rural education 232
Rural Education Activities Programme 232

Safety 342
School 108, 123, 125, 129, 167, 178
SCU 030
Secondary education 015, 065, 066, 246
Secondary school 012, 013, 014, 015, 030, 065, 066, 206
Self assessment 216
Self-instruction 240
Senate Employment, Education and Training Estimates Committee 163
Sex discrimination 325
Shared service 030
Skill 120, 146, 165, 171, 173, 203, 302
Skill analysis 146
Skill certification 290
Skill development 048, 144, 259, 260, 262, 271, 272, 273, 278, 335
Skill shortage 144, 147
Small business 046, 147, 361
Social assistance 035
Social change 159
Social participation 240
Social policy 118
Social service 209
Social worker 005
Socioeconomic background 169
South Australia 055, 056, 057, 058, 059, 060, 061, 062, 063, 064, 065, 066, 068, 069, 070, 078, 079, 080, 081, 082, 083, 084, 112, 341, 342, 343, 344
Southbank Institute of TAFE 074
Southern Cross University 030
Special needs students 105, 227
Staff development 052, 053, 075, 083, 122, 186, 344, 346
Staff utilisation 052
Standard 313, 351
Statistical analysis 188
Statistical data 018, 099, 101
Statistics 099, 101, 120, 322
Strategic planning 055, 056, 057, 058, 059, 060, 159, 228, 309
Student 124, 166, 169, 206, 363
Student attitude 002, 004, 030, 051, 223
Student behaviour 078
Student evaluation 265
Student performance 329
Study 240
Study skills 295, 296, 297
Summary 357, 358
Supervisor 124
Supply and demand 179
Survey 023, 026, 098, 127, 128, 203

TAFE 010, 013, 015, 019, 023, 025, 029, 030, 055, 056, 057, 058, 059, 060, 061, 072, 100, 105, 112, 123, 142, 143, 163, 164, 169, 177, 185, 210, 223, 225
TAFE International Western Australia 225
TAFE student 018, 177, 223
TAFE teacher 117, 346, 347
Taiwan 192
TAP 187, 188
Tasmania 096, 097, 098
Teacher 114
Teacher training 012, 256, 346, 347
Teaching 002, 134, 146, 160
Teaching method 003, 079, 248
Team teaching 249
TEC 293
Technical education 121, 132, 176, 190, 267, 268, 309, 316
Technological change 104, 159, 165
Technology 104, 107, 351
TEED 291
Tertiary and Vocational Education Commission 306, 307, 308
TESDA 281
Tool 131
Tourism 214
Tourist industry 041, 214, 259, 298
TPP/SA 50.01 069
TPP/SA 50.03 081
TPP/SA 52.01 082
Trainee 022, 028, 115, 136, 155, 157, 166, 188, 203, 244
Traineeship 016, 021, 022, 023, 028, 037, 040, 043, 045, 062, 099, 110, 112, 113, 123, 124, 154, 156, 244
Trainer 112, 122, 170
Training 015, 033, 036, 038, 041, 046, 047, 048, 049, 050, 091,

093, 094, 098, 103, 104, 109, 115, 126, 135, 139, 151, 152, 157, 159, 161, 168, 171, 176, 181, 189, 191, 192, 222, 227, 275, 289, 306, 307, 308, 321, 323
Training administration 343
Training course 180
Training duration 174
Training Enterprise Council 293
Training for Aboriginals and Torres Strait Islanders Program 187, 188
Training guide 196, 197, 254
Training institution 191, 221
Training management 047
Training market 102, 123, 125, 141, 180
Training needs 055, 056, 057, 058, 059, 060, 220, 355
Training needs analysis 098
Training of trainers 039, 261
Training opportunity 220, 292
Training package 113, 126
Training participation rate 329
Training policy 016, 027, 028, 104, 141, 152
Training programme 111, 124, 127, 131, 134, 148, 170, 220, 339
Training provider 117
Training system 076, 180, 250, 281, 282, 299, 300, 344
Training within industry 254, 342
Training workshop 112
Transfer policy 210, 300
Transition from school to work 015, 167, 203, 206, 210, 214, 242, 252, 253, 327, 361, 363
Transmission system 134
Transport 126
Trend 267, 268, 269, 364
TVET 132

UK 262, 263, 265, 274, 275, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 300, 305, 311, 313, 317, 318, 319, 320, 325, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336
Unemployment 127, 128, 129, 137, 159, 213
UNEVOC 337, 338, 339
Union 251
United States 140
University 020, 029, 030, 116, 164, 185
University of London 332

Value system 133
VETAB 024
Victoria 014, 015, 212, 216, 346, 359
Video cassette 124
Video recording 171
Vietnam 280
Vocational counselling 323
Vocational education 010, 031, 050, 055, 056, 057, 058, 059, 060, 061, 062, 063, 064, 065, 066, 067, 068, 069, 070, 071, 072, 073, 074, 075, 076, 077, 078, 079, 080, 081, 082, 083, 084, 093, 096, 100, 101, 102, 107, 108, 111, 113, 116, 119, 121, 122, 125, 131, 132, 135, 141, 146, 151, 152, 153, 158, 159, 161, 167, 169, 175, 180, 184, 190, 194, 202, 203, 205, 210, 215, 216, 217, 220, 221, 226, 241, 242, 244, 246, 264, 267, 268, 269, 270, 271, 274, 277, 306, 307, 308, 309, 312, 315, 316, 324, 337, 338, 339, 341, 343, 344, 351, 357, 358, 359
Vocational guidance 049, 323
Vocational training 010, 051, 055, 056, 057, 058, 059, 060, 061, 062, 063, 064, 065, 066, 067, 068, 069, 070, 071, 072, 073, 074, 075, 076, 077, 078, 079, 080, 081, 082, 083, 084, 094, 096, 098, 100, 101, 102, 106, 107, 108, 111, 113, 116, 119, 122, 125, 141, 146, 153, 158, 167, 175, 184, 194, 202, 203, 205, 210, 212, 221, 224, 226, 242, 246, 259, 260, 276, 301, 341, 343, 344, 346, 347, 349, 350
Wage differential 325
Wage structure 243
West Review 153
West Review Committee 164
Western Australia 221, 222, 223
Western Australia. Dept of Training 221, 222, 224, 225, 226, 227
Western Australia. State Training Board 221, 222
Western Australia. Training Accreditation Council 221
Women 025, 026, 069, 208, 218, 219, 220, 235, 293, 340, 358
Womens education 019, 025, 220, 238
Work 137
Work experience 044
Work preparation 091, 094, 095
Worker 166, 180
Workers education 114
Workplace 075, 104, 117, 124, 131, 133, 189, 202
Workplace education 070, 085, 086, 087, 088, 089, 103, 114, 125, 160, 165, 171, 172, 173, 189, 195, 204, 206, 254, 263, 342
World Wide Web 145, 158, 205, 353
Writing process 295, 296, 297

Youth 014, 016, 017, 095, 129, 137, 155, 213, 242, 243, 244, 245, 282, 283, 284, 285, 286
Youth employment 017, 213, 214, 242, 243
Youth unemployment 011, 242, 243, 245

NCVER
NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH LTD

Vocational Education & Training Research Database

BEST COPY AVAILABLE

Number 37 September 1998 TD 54

Vocational Education & Training Research Database

Number 37

September 1998

Compiled and edited by
Sarah Hayman, Jeanne MacKenzie, Heather Adams
and Lea-ann Harris

© 1998 National Centre for Vocational Education Research Ltd (NCVER)
A.C.N. 007 967 311

Single copies may be made by TAFE authorities without restriction.

ISSN 1034 – 0815

Database compiled by:
National Vocational Education and Training Clearinghouse Information Network.
The database is indexed using the APSDEP Thesaurus.
Web version: http://www.ncver.edu.au/voced.htm

Published by:
NCVER Ltd, 252 Kensington Road, Leabrook 5068, South Australia.

Frequency:
Quarterly issues per year: March, June, September, December.

Sales and subscriptions:
NCVER (08) 8333 8400

CONTENTS

National, State, Territory and polytechnic clearinghouse addresses iv

Introduction v
Network of clearinghouses v
Objectives of the National Clearinghouse Information Network vi
Types of material and information accepted by the Clearinghouse vi
How to locate documents or information vi
How to contribute to the National Clearinghouse vi
Clearinghouse Document Request Form vii
Projects in Progress Submission Form viii
Clearinghouse Documents Submission Form ix
Samples of entries x

Focus on . . . 1

Document entries 11
Australian Capital Territory 11
New South Wales 13
Queensland 25
South Australia 26
Tasmania 30
National Centre for Vocational Education Research 34
Victoria 69
Western Australia 72
Australian National Training Authority 77
Council of Adult Education 79
INTERNATIONAL 83
UNEVOC 139

Projects in progress entries 143
ACT; NSW; QLD; SA; TAS; NCVER; NREC; New Zealand

Indexes 154
Title 154
Author 166
Corporate author 169
Subject 171

NATIONAL, STATE, TERRITORY AND POLYTECHNIC CLEARINGHOUSE ADDRESSES

Australian Capital Territory Clearinghouse
Canberra Institute of Technology
Library, Southside Campus
GPO Box 826
Canberra City 2601
Ph: (02) 6207 4810
Fax:(02) 6207 4805
Email: heather.carter@cit.act.edu.au

NSW TAFE Clearinghouse
Open Learning Library and Information Service
Level 1, 51 Wentworth Road
Strathfield NSW 2135
Ph: (02) 9715 8294
Fax:(02) 9715 8292
Email: julie.avery@tafensw.edu.au

Northern Territory TAFE Clearinghouse
Library, NTU
PO Box 41246
Casuarina NT 0811
Ph: (08) 8946 7173
Fax:(08) 8945 1317
Email: bev@library.ntu.edu.au

Queensland TAFE Clearinghouse
Open Learning Institute of TAFE
GPO Box 1326
Brisbane Qld 4001
Ph: (07) 3259 4171
Fax:(07) 3259 4349
Email: olilibrary@vettweb.net.au

South Australian TAFE Clearinghouse
Adelaide Institute of TAFE LRC
GPO Box 1872
Adelaide SA 5001
Ph: (08) 8207 8653
Fax:(08) 8207 8434
Email: traceyde@tafe.sa.edu.au

Adult & Community Education (ACE) Clearinghouse
Council of Adult Education
256 Flinders Street
Melbourne Vic 3000
Ph: (03) 9652 0752
Fax:(03) 9654 6759
Email: PETERF@cae1.cae.edu.au

UNEVOC Clearing House
OLIMCH
Adelaide Institute of TAFE
GPO Box 1872
Adelaide SA 5001
Ph: (08) 8207 8634
Fax: (08) 8207 8434
Email: joannage@tafe.sa.edu.au

Tasmanian TAFE Clearinghouse
Office of Vocational Education & Training
GPO Box 169B
Hobart Tas 7001
Ph: (03) 6233 7118
Fax:(03) 6233 4585
Email: library@dvet.tas.gov.au

Victorian TAFE Clearinghouse
OTFE Resource Centre
Office of Training & Further Education
PO Box 266D
Melbourne Vic 3001
Ph: (03) 9637 2639
Fax:(03) 9637 2470
Email: Peter.Ring@dse.vic.gov.au

Western Australian V.E.& T Clearinghouse
Library and Information Service
WA Department of Training
1 Prospect Place
West Perth WA 6005
Ph: (08) 9227 3294
Fax: (08) 9227 3355
Email: Fitzpm@PROSPECTPL.training.wa.gov.au

National Vocational Education and Training Clearinghouse
National Centre for Vocational Education Research (NCVER)
252 Kensington Road
Leabrook SA 5068
Ph: (08) 8333 8443
Fax:(08) 8331 9211
Email:sarah@ncver.edu.au

New Zealand Polytechnic Clearinghouse
Auckland Institute of Technology
Private Bag 92006
Auckland 1020 New Zealand

Ph: (64-9) 307 9999
Fax:(64-9) 307 9996
Email: janet.powell@ait.ac.nz

Australian National Training Authority
Library
GPO Box 3120
Brisbane Qld 4001
Ph: (07) 3246 2300
Fax: (07) 3246 2490
Email: toddf@anta.gov.au

INTRODUCTION

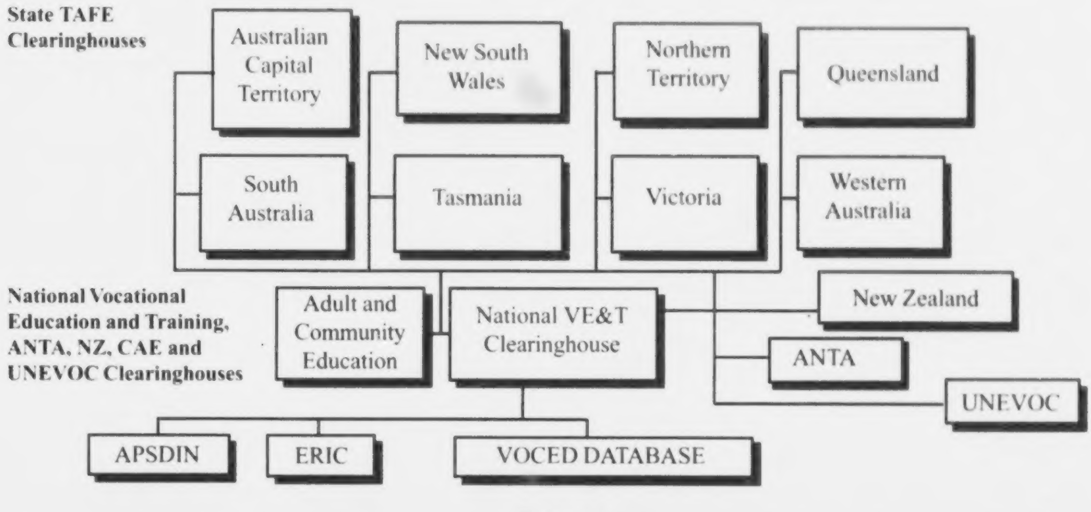
BACKGROUND

The National Vocational Education and Training (NVE&T) Information Network system was established by the Conference of Directors of Technical and Further Education in November 1978 as the "National TAFE Clearinghouse". The six Australian State and two Territory Clearinghouses, linked together by the National Clearinghouse, were made responsible for accessioning documents by and about TAFE and Training organisations and facilitating access to copies of these documents in response to requests. The National Clearinghouse became responsible for co-ordinating the system and in particular for disseminating the information to the TAFE and Training network in the form of a machine readable database and a printed copy. Late 1991 the Clearinghouse was renamed the **National Vocational Education and Training Clearinghouse** to reflect the broader scope of the service. Late 1992 New Zealand joined the Clearinghouse information network, broadening the geographical base of the information access.

The **Vocational Education and Training Research Database** is the present Clearinghouse product. Its predecessors, **Initiatives in Technical and Further Education** and **TAFE Projects in Progress** ceased publication in 1989. The type of information found in these two publications is now merged into the one database. To this is added internationally relevant information on vocational education and training, obtained from various sources, including information received from the Asian and Pacific Skill Development Information Network (APSDIN) of the International Labour Office (ILO), of which the National VE&T Clearinghouse is the Australian node. The National Clearinghouse sends Australian vocational education information to APSDIN for inclusion into the regional database, thus enhancing the information flow in vocational education in the Region. The international material is combined in the APSDIN or INTERNATIONAL section. The VOCED database is available in hard copy, on datadiskette using the **CDS/ISIS MicroISIS** software and the Internet (http://www.ncver.edu.au/voced.htm).

Links with other Clearinghouses, such as the Educational Resources Information Centre (ERIC), have been established.

The diagram below illustrates the relationship of the National Vocational Education and Training Information Network.


State TAFE Clearinghouses
Australian Capital Territory
New South Wales
Northern Territory
Queensland
South Australia
Tasmania
Victoria
Western Australia
National Vocational Education and Training, ANTA, NZ, CAE and UNEVOC Clearinghouses
Adult and Community Education
National VE&T Clearinghouse
New Zealand
ANTA
UNEVOC
APSDIN
ERIC
VOCED DATABASE

Objectives of the National Vocational Education & Training Clearinghouse Information Network are to:

- provide enhanced access to national and international vocational education and training information
- encourage initiatives in vocational education and training
- provide the opportunity for publications and research information produced by TAFE and Training staff to be disseminated on a national and international basis
- provide avenues for the publication and dissemination of information about research in progress
- prevent the duplication of research activities by providing a central information resource about vocational education and training research
- deliver the information in the most convenient, cost-effective method
- continually monitor, test and evaluate new ways of disseminating information.

Types of material and information accepted by the National Clearinghouse

- research reports; technical reports
- evaluation studies; feasibility studies
- curriculum materials (these may include syllabus documents; student materials; textbooks; teacher's guides; audio visual materials; tests, etc.)
- policy documents
- questionnaires; survey results
- workshop/seminar/conference proceedings
- theses; teacher contracts
- bibliographies; catalogues
- information on research and projects in progress
- relevant journal articles

How to locate documents or information

Once references are located via the indexes, requests for documents where the records show the **TD/** (TAFE/Training document) identifier (e.g. TD/TNC 19.01) should be directed to the source listed in the **Availability** field of the record. This is usually the State/Territory/ National Clearinghouse from where the material originated.

Where records show the **TPP/** (Training Project in Progress) identifier (e.g. TPP/TAS 19.01), further information regarding the listed project can be obtained by contacting the author/ project co-ordinator at the given address.

Records giving the **APSDIN** and/or **INT** identifier show the availability details of the document in the reference.

How to contribute to the National Clearinghouse

You may contribute to the database by forwarding to the State or Territory/National Clearinghouse Officer a Clearinghouse Document Submission form (see page ix) and **two** copies of your document. Additional copies of this form may be obtained from your Clearinghouse Officer, or photocopied from the sample.

To contribute information on research or projects in progress, please complete a copy of the appropriate form (see page viii), and send this to your Clearinghouse Officer. Please photocopy this form as necessary, or request additional copies of this form from your Clearinghouse Officer.

CLEARINGHOUSE DOCUMENT REQUEST FORM

- Before requesting a document through the Clearinghouse System, check first whether it is held by your local TAFE or Polytechnic College library or institutional library.
- *Some documents may be available on loan from your Clearinghouse, or you may apply through your* College library or institutional library for an Interlibrary loan.
- Where stated, Clearinghouse documents may be obtained by completing and forwarding this Clearinghouse Document Request Form addressed to the *National (Australian or New Zealand), State or Territory Clearinghouse* from where the document originated.
- Where author(s) or institution(s) are cited in the Availability category of the Document Entry, apply directly to these at the address shown.
- Photocopies of this form may be used for requests for documents.

NATIONAL VOCATIONAL EDUCATION AND TRAINING
CLEARINGHOUSE INFORMATION NETWORK

DOCUMENT REQUEST FORM

TD NO ____________________

AVAILABILITY (as shown in document entry) ____________________

____

____

AUTHOR(S) ____________________

TITLE ____________________

____

AVAILABLE FORMAT: **Interlibrary loan** ☐ **Photocopy** ☐ **Microfiche** ☐

PRICE (if purchasing) __________ No. OF COPIES __________

REQUESTED BY ____________________

POSITION __________ DATE __________

ADDRESS ____________________

____

TELEPHONE __________

FACSIMILE __________

PLEASE FORWARD THIS FORM TO THE APPROPRIATE
NATIONAL/STATE/TERRITORY CLEARINGHOUSE

NATIONAL VOCATIONAL EDUCATION AND TRAINING CLEARINGHOUSE

PROJECTS IN PROGRESS SUBMISSION FORM

Prepared by: ....

Phone (   ) ....
Fax (   ) ....
Email address:

Please return to:
Ms Sarah Hayman
National Centre for Vocational Education Research
252 Kensington Road
LEABROOK SA 5068.
Phone: (08) 8333 8443

PROJECT REFERENCE NO. (Office use only)

PROJECT TITLE:

CONTACT PERSON (s):

ADDRESS AND PHONE NUMBER(s):

PROJECT STATUS:
(please circle one) Planned Current Ongoing

PROPOSED COMPLETION DATE:

ESTIMATED COST OF PROJECT:

REMARKS: (e.g. suggested keywords, aim of project, materials to be produced by the project, other relevant information)

DOCUMENTS SUBMISSION FORM

NATIONAL VOCATIONAL EDUCATION AND TRAINING CLEARINGHOUSE INFORMATION NETWORK

Please forward completed form together with TWO COPIES of the document to: Ms Sarah Hayman, National V.E. & T. Clearinghouse, 252 Kensington Road, Leabrook S.A. 5068, or your local National, State or Territory Clearinghouse.

TITLE: *(as cited on title page of document)*

PUBLICATION DATE:

AUTHOR(S): *(personal or corporate)*

PUBLISHER: *(e.g. Institution)*
ADDRESS:

PLACE OF PUBLICATION:

SERIES: *(e.g. Discussion paper no.13)*

ABSTRACT: *(brief description not exceeding 150 words. Include purpose, type of study, research sample, source treatment and presentation of data, findings, conclusions, special features, etc.)*

NUMBER OF PAGES, NOTES, ETC:

SUGGESTED KEY WORDS: *(e.g. subjects, places, names)*

CONTACT PERSON:
ADDRESS:

FAX No: **TELEPHONE No:**

NUMBER OF COPIES AVAILABLE TO CLEARINGHOUSE:
COST OF PUBLICATION: $

One of the chief roles of the National Vocational Education and Training Clearinghouse Information Network is to distribute copies of documents lodged. This requires the author(s) to give to the Clearinghouse permission to reproduce and distribute the document, by signing the release below. Authors not wishing to grant this permission will become responsible for distribution, and accordingly, requests for copies of the document will be directed to them.

PERMISSION OF AUTHOR(S)

I/We hereby grant permission to the National Vocational Education and Training Clearinghouse Information Network to reproduce and distribute this document as required.

SIGNATURE OF AUTHOR(S): **DATE:**

Sample of Document Entry

01343	MFN (Master File Number)
TD/QLD 18.03	TAFE Document number
Baxter, E. P.	Author(s)
Excellence in teaching: professional development in technical and further education	Title
Brisbane: Dept of Employment, Vocational Education and Training, Div of Operational Performance, 1988, 75p.	Publisher, date of publication, pagination
Vocational teachers' reactions to the implementation of an Excellence in Teaching staff development program were analysed in technical and further education developed by the Australian Council for Education Research (Fordham and Ainley, 1980) was used to assess the impact of the Excellence in Teaching program. Although the overall impact of the staff development program was positive, specific areas were identified by workshop participants and other key individuals which could benefit from further attention in subsequent programs. Recommendations for future ET programs are put forward.	
Keywords: Staff development; Technical education; Vocational teacher; Performance appraisal; Teaching.	Descriptors/Keywords/Identifiers
Available from: Queensland TAFE Clearinghouse, Open Learning Institute of TAFE, GPO Box 1326, Brisbane, Qld 4001. MFiche free.	Availability/Source

Sample of a Project Entry

01357	MFN (Master File Number)
TPP/TNC 18.01	Project in Progress number
Hall, William.	Contact person
Monograph series: Getting to grips with ...	Project title
This projected series of monographs aims to cover topics of important and current interest. The first two titles will cover: Skills auditing and competency based training and assessment. These monographs are intended mainly for TAFE teachers.	Summary of project
Project Status: Current. Cost: $37,000 for first two titles (DEET).	Project status and cost
Keywords: TAFE; Vocational education; Training; TAFE teachers; Competency based training; Skill.	Descriptors/Keywords/Identifiers
Project Contact address: National Centre for Vocational Education Research (NCVER) 252 Kensington Road, LEABROOK, S.A. 5069 (08) 8333 8400	Contact address

FOCUS ON . . .

VOCATIONAL EDUCATION & TRAINING & INDIGENOUS STUDENTS

The national strategy for vocational education and training 1998-2003 (TD/TNC 54.39) expresses the collective commitment by Australian government in partnership with Australian industry to vocational education and training. The mission statement for VET is *"to ensure that the skills of the Australian labour force are sufficient to support internationally competitive commerce and industry and to provide individuals with the opportunities to optimise their potential."* There are five objectives which underpin this mission statement and one of these is 'achieving equitable outcomes in vocational education and training.'

The benefits of vocational education and training are not equitably distributed and therefore action has to be taken to ensure that opportunities to participate in and complete vocational education and training are available to all people on an equitable basis. One of the specific priorities of achieving equitable outcomes is to increase participation by Aboriginal and Torres Strait Islander peoples in vocational education and training, particularly higher level award programs, improved retention and completion rates and improved employment outcomes. ANTA has recently published a supporting paper to Australia's National Strategy for Vocational Education and Training 1998-2003 which addresses the issue of achieving equitable outcomes for all client groups including Aboriginal and Torres Strait Islander peoples. This supporting paper is entitled: *Achieving equitable outcomes.*

A search of the VOCED database reveals that about 300 projects related to vocational education and training and Aboriginal and Torres Strait Islander peoples have been undertaken in the last 10 years. This *Focus on…* looks very broadly at the projects that have been undertaken in the last two years.

Use the following search terms to retrieve information on this topic:

Aboriginal Education, Aborigine, Aboriginal,Community, Aboriginal Student, Indigenous, Disadvantaged, Equity, Equal education.

Much of the most recent research was reported in the conference proceedings of the second National Indigenous peoples' training conference held in March 1998. Journals which publish some articles on Indigenous students and VET include Australian TAFE Teacher and Training Agenda. In fact the May 1996 issue of Training Agenda was devoted to access and equity issues relating to vocational education and training programs for Aboriginal people.

Across the country, many research projects have been conducted and published by the Australian National Training Authority, DEET and DEETYA, Departments of Vocational Education and Training in the States/Territories, individual educational institutions in WA, the Northern Territory and New South Wales, the National Centre for Vocational Education Research (NCVER) and organisations such as the Aboriginal and Torres Strait Islander Peoples' Training Advisory Council (ATSIPTAC), the Federation of Independent Aboriginal Education Providers (FIAEP), and the Aboriginal and Torres Strait Islander Commission (ATSIC).

The general policy type documents relating to indigenous peoples and VET include: the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) *National Strategy for the Education of Aboriginal and Torres Strait Islander peoples 1996-2000* (TD/TNC 51.126); *Administrative guidelines: indigenous education strategies initiatives program 1997-99* (TD/TNC 54.56) and the *Federation of Independent Aboriginal Educators' Objectives and philosophy* (TD/TNC 48.55) which contains recent policy submissions and statements.

There are at least two recent reviews of literature relating to indigenous people and VET: ANTA has funded a literature review of indigenous people and VET (TPP/NREC 52.09) and the stocktake of recent research relating to VET and equity target groups including a section on indigenous peoples (TD/ANTA 51.04).

FURTHER READING

In addition to projects related to policy and projects of a general nature, recent research into indigenous people and VET centres on the following themes:

- Training and employment
- Industry training for Aboriginal and Torres Strait Islander people
- Access to training programs
- Performance indicators for target groups including Aboriginal and Torres Strait Islander peoples
- Research related to outcomes achieved by indigenous peoples as well as general reports on outcomes achieved by different target groups.
- Best practice in indigenous VET and Aboriginal community controlled adult education
- Community controlled organisations
- Training for Aboriginal educators
- Flexible delivery in VET and Aboriginal education
- Support services for indigenous students in TAFE
- School programs and Aboriginal and Torres Strait Islander students
- Training in remote communities
- Prisoner training
- Aboriginal women

The following section includes some examples of the entries in the VOCED database related to each theme listed above.

TD/TNC 46.19

McIntyre, John ... [et al.].

Culture matters: factors affecting the outcomes of participation in vocational education and training by Australian indigenous peoples.

Broadway, N.S.W.: University of Technology, Sydney, 1996. viii, 213 p.

Research into factors affecting the participation of indigenous Australians was organised around these questions: (1) what is the range of models of delivery of vocational education and training; (2) what are the students' main concerns and issues in regard to entry requirements, course design, cultural appropriateness of teaching, adequacy of support, and assessment practices; (3) what are typical VET pathways for indigenous Australians; and. (4) what are the main language and literacy issues in regard to curriculum, delivery, and assessment?

Research methodology was developed by Aboriginal and nonAboriginal team members and was conducted via personal and telephone interviews with students, teachers, and co-ordinators in a range of VET providers (including universities). The research assumed that indigenous Australians' participation in education and training is a cross-cultural activity and that students have a right to determine the nature of that activity. Those assumptions underpin a framework for appropriate access and entry, enrolment and induction, course design and delivery, course outcomes and assessment. This framework is supplemented by recommendations to ANTA, VET authorities, and VET providers. See TD/TNC 48.17 for "Culture matters: community report".

Includes bibliography; includes interview schedules; includes educational indicators for Aboriginal and Torres Strait Islander peoples (Qld & NSW).

Keywords: Aboriginal education; Aboriginal student; Literacy; TAFE; Participation; Cultural awareness; Field interview; New South Wales; Queensland; Northern Territory; South Australia; Western Australia; University of Technology, Sydney; TPP/ANTA 45.20; ANTA funded project.

ISBN: 1863653317

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

Other sources: Research Centre for Vocational Education & Training, University of Technology, Sydney, PO Box 123, Broadway NSW 2007. Cost: $15.00 + postage.

TD/TNC 48.55
Federation of Independent Aboriginal Education Providers. (FIAEP)
Federation of Independent Aboriginal Education Providers: objectives & philosophy: recent policy submissions & statements.
1996. Unpublished. 1 v. (various pagings)

This collection of papers outlines the FIAEP's position on Aboriginal community-controlled, adult education. It includes:

- a definition of "Aboriginal education";
- a rationale for an Aboriginal adult education system which is independent of TAFE;
- FIAEP's memorandum of association;
- "Keynote address to UTS conference on community work, youth work & popular education, 24-26 June, 1996" - D. AhChee;
- "Accreditation of Aboriginal culture & Aboriginal studies courses: a position paper" - J. Beetson;
- "Response to equity strategies to the year 2000 & beyond: ANTA consultation paper June 1996" - FIAEP;
- "Submission to the Senate Employment Education & Training References Committee, inquiry into the developments in adult & community education since 1991" - FIAEP;
- "Response to Kay Schofield [Schofield] & Associates' discussion paper on the role of ACE in the implementation of a national system for vocational education & training" - FIAEP.

Keywords: Conference paper; Aboriginal education; Aboriginal student; Private training provider; Adult education; Policy statement; Cultural factor; Australia. Federation of Independent Aboriginal Education Providers.
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

TD/TAS 50.03
Eland, Kathi.
Tasmania. Dept of Vocational Education and Training. (DVET)
Performance goals for target groups: final report.
Hobart: DVET, 1996. 38 p.

This project aimed to establish baseline information and to set goals by which the progress of efforts to improve participation rates for target groups in TAFE could be monitored. The target groups for investigation were:

- women;
- people without social and functional skills in English language, literacy, and numeracy;
- people with disabilities;
- Aboriginal and Torres Strait Islanders;
- people whose language background is not English.

The enrolment and related data about TAFE students which is stored on the TAFE Management Information System (TAFEMIS) was used along with adult and community education sector information. This project details findings relating to each of the target groups.

Keywords: Tasmania; Access to education; Participation; Research; Target population; Affirmative action; Equal opportunity.
AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St, Hobart Tas 7000.

TD/WA 50.03
Hughes, Wendy; de Sousa, Carmen; Hughes, Kate; Collard, Jettrude; Kickett, George.
Research of the educational and vocational training needs for Aboriginal and Torres Strait Islander women within the south east metropolitan region.
Thornlie, W. A.: South East Metropolitan College of TAFE, 1997. 23 p.

This research was intended to identify the educational and social needs of Aboriginal and Torres Strait Island women through relevant research framework data collection. The survey was conducted over a 1,600 square kilometre region, from Victoria Park to Armadale. Over a period of three months, qualitative and quantitative methods were used to collect data from the target group, providing them with the opportunity to focus on the areas they perceived as relevant to their holistic, social and educational needs.

The survey indicated that the women felt there was a need to acknowledge the method of learning preferred by Aboriginal and Torres Strait Island women: observing and sharing in group settings. This would provide for a better understanding of how to design and manage education and training to affirm indigenous culture and deliver quality outcomes. This research provides information which can be used by South East Metropolitan College of TAFE staff to offer suitable programs to fulfil the education and training needs of these women.

Keywords: Aboriginal education; Womens education; Training needs; Literacy; Western Australia.
AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

TD/TNC 51.126
Australia. Ministerial Council on Education, Employment, Training and Youth Affairs. (MCEETYA)
National strategy for the education of Aboriginal and Torres Strait Islander peoples 1996 - 2000.
Canberra: MCEETYA, 1995. 85 p.

This plan has its foundations in the recommendations of the National Review of Education for Aboriginal and Torres Strait Islander Peoples and is a national strategic plan which is outcomes-focused and achievable to the year 2000. The 21 goals of the National Aboriginal and Torres Strait Islander Education Policy have been aggregated into 8 priorities, presented in a collaborative action plan for each sector of education and training. The plan specifies core outcomes, strategies and performance measures in a framework which includes arrangements for implementation and review.

Keywords: Aboriginal education; National planning; Strategic planning; Access to education; Vocational education; Vocational training; Adult education; Community education.
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

TD/ANTA 51.04
Australian National Training Authority. (ANTA)
Stocktake of equity reports and literature in vocational education and training.
Brisbane: Australian National Training Authority, 1997. 162 p.

The report is divided into Part A and Part B. Part A discusses the definitions in the literature, the barriers to access, participation and outcomes, the strategies that have been employed to reduce the barriers and draws out some recommendations for future policies and strategies. Part B comprises a stocktake of literature and reports on equity published between 1990 and 1995. The Part B report contains categories representing individual client groups namely : women, Aboriginal and Torres Strait Islander peoples, people with disabilities, people from non-English speaking backgrounds and people from rural and remote areas. A general equity category includes reports which cover equity issues more broadly.

Keywords: Literature survey; Minority group; Vocational education; Women; Aboriginal education; Rural student; Educationally disadvantaged; Disabled person; Non English speaking.
ISBN: 0642253870
AVAILABLE FROM: Fax order to ANTA Publication Officer FAX 61 7 3246 2490. Ph 61 7 3246 2300
Other sources: Fax request for interlibrary loan to FAX 61 7 3246 2490

TD/TAS 50.03
Wallace, Simon; Murray, Josephine.
Workplace language and literacy in action: case studies one.
Melbourne: ANTA, 1997. 76 p. (Work based learning in progress series)

Workplace Language and Literacy (WL&L) in Action was a national staff development initiative auspiced through the, now defunct, National Staff Development Committee. WL&L in Action was motivated by the need to assist the implementation of integrated English language and literacy programs within the National Vocational Education and Training system. It responded to the need to increase the English language, literacy and numeracy skills of workers within Vocational Education and Training programs. WL&L in Action sponsored 25 action learning groups in the period 1995-1997 and has developed from these projects this series of case studies. The case studies in this publication describe a range of projects throughout Australia and provide examples of good practice in addressing workplace language and literacy issues. They include: "That blessed CBW!" prepared by Frankie Forsyth; "Our customers are not willing ones!" - Clare O'Kelly; "Communication at Bridgestone" - Caroline Dillon; "Job rotation and multiskilling at Cadbury Schweppes - Tom Nehrmann; "Workplace communication at Glenray" - Josephine Murray, Doreen Conroy and Janelle Kemp; "Patient care at Royal Perth Hospital" -

Steve Dean; "Learning is forward thinking" - Sharon Wiles and Josephine Murray; "Laundry language" - Jack Cunningham and Josephine Murray.

Keywords: Literacy; Language teaching; Experiential learning; Workplace education; Assessment; Competency based training; ANTA funded project; National Staff Development Committee.

ISBN: 0642256047

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st Floor, 99 Bathurst Street, Hobart TAS. 7000.

TD/TNC 52.117

Byrnes, Jill Wickham.

Aboriginal enterprise development in remote areas: prospects, problems and potential strategies.

Northern Territory University, 1994. 76 p.

This dissertation is primarily a review of the literature from a wide range of sources and disciplines on the topic of Aboriginal enterprise management and development in remote areas. Issues and themes emerging from the literature are synthesised and analysed in terms of factors of organisational effectiveness, and are then considered in terms of a strategic management framework of opportunities and threats in the environment of Aboriginal enterprise development. A number of possible strategies for responding innovatively to these opportunities and threats are then described and the dissertation concludes with a synthesis of opportunities, threats and potential strategies in the context of Aboriginal enterprise development.

Submitted as part fulfillment for the Degree of Master of Development Management in the Graduate School of Business, Faculty of Business, Northern Territory University.

Keywords: Aboriginal community; Enterprise; Economic opportunity; Management development; Rural area; Literature survey.

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

TPP/NREC 52.09

Howard, Sue.

VET for indigenous peoples.

The purpose of this project is to conduct a critical literature review which encompasses: issues of access and equity to vocational education and training (VET) for Australia's indigenous peoples; matters in relation to culturally-appropriate curriculum and assessment procedures, including issues in curriculum development and implementation; issues in relation to VET and protection of cultural and intellectual property rights; issues and needs in training delivery; issues relevant to culturally-appropriate training outcomes; and other issues related to any special needs of indigenous Australians.

PROJECT STATUS: The completion date for this project is September 1998.

Keywords: Vocational education; Vocational training; Aboriginal education; Literature survey.

PROJECT CONTACT ADDRESS: Aboriginal and Torres Strait Islander Curriculum Consortium, FNQITAFE, PMB 1, Cairns Qld 4870. Ph: (070) 42 2479; Fax: (070) 42 2604

TD/QLD 53.09

Minniecon, Bob.

Aboriginal adaptation of Certificate IV in Workplace Training (Category 2): a guide for Aboriginal trainers.

IN: Challenging Pathways, 2nd National Indigenous Peoples' Training Conference Inaugural Expo and Award, Surfers Paradise, 9th-12th March 1998.

Brisbane?: Aboriginal and Torres Strait Islander Peoples' Training Advisory Council, 1998. [4. p. unpaged]

In 1997 the Kimberley College of TAFE adapted the Certificate IV in Workplace Training (Category 2) to make it more culturally appropriate for Aboriginal learners. The resulting package is designed to be flexible, and has been expanded to include illustrations and cartoons from Aboriginal artists. This paper outlines the modules in the package. Because of the cultural differences may not be successful in Torres Strait Islander communities.

Keywords: Aboriginal education; Training of trainers.

AVAILABLE FROM: Training package may be purchased from: Professional and Career Development Unit, West Australian Dept of Training. Ph: +61 8 9227 3288. A video demonstration is available on loan.

Other sources: Also available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349: Email: olilibrary@vettweb.net.au

TD/QLD 53.14
Building pathways: school-industry work placements for Aboriginal and Torres Strait Islander secondary students: an ATSIPTAC discussion paper.
Somerton, Vic.?: ATSIPTAC, 1998. 24 p.

This paper identifies the range of significant factors which hamper Aboriginal and Torres Strait Islander students from achieving successful outcomes in high school and continue to disadvantage them in the workplace. Industry work placements for students at high school would overcome many of the barriers, such as a focus on academic subjects and didactic teaching styles, lack of culturally appropriate training and the lack of secondary schools in isolated areas, which sequentially lead to high unemployment rates.

Keywords: Aboriginal education; Work experience.
AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349: Email: olilibrary@vettweb.net.au

TD/QLD 53.15
Aboriginal and Torres Strait Islander Peoples' Training Advisory Council. (ATSIPTAC)
New apprenticeship and traineeship opportunities for Aboriginal and Torres Strait Islander peoples.
Dallas, Vic.: ATSIPTAC, 1998. 29 p.

Apprenticeships and traineeships are seen as the opportunity for Aboriginal and Torres Strait Islander people to develop a range of skills which can enable them to work both in traditional communities and in the wider community. ATSIPTAC supports specific targeting of traineeships to indigenous peoples, with strategic marketing, content and delivery to overcome the barriers which typically exclude Aboriginal and Torres Strait Islander peoples from entering the workforce.

Keywords: Aboriginal community; Aboriginal education; Traineeship; Apprenticeship.
AVAILABLE FROM: Available as Interlibrary Loan from Open Learning Institute of TAFE Library, GPO Box 1326, Brisbane 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349: Email: olilibrary@vettweb.net.au

TD/TNC 53.100
Boughton, Bob; Durnan, Deborah.
Federation of Independent Aboriginal Education Providers. (FIAEP)
Education for self-determination: a review of the implementation of the recommendations of the Royal Commission into Aboriginal Deaths in Custody in relation to Aboriginal community-controlled adult education.
Australia: Federation of Independent Aboriginal Education Providers, 1997. 101 p.

The Federation of Independent Aboriginal Education Providers Ltd (FIAEP), established in 1996 to represent the rights, needs and interests of Aboriginal community-controlled adult education, resolved at the end of 1996 to seek independent funding to allow it to do its own analysis of the extent to which the Royal Commission into Aboriginal Deaths in Custody (RCIADIC) recommendations had been implemented in the policies and practices of Commonwealth, State and Territory agencies responsible for Aboriginal adult education. The research was conducted over a three month period. The report offers key findings and conclusions, and the appendices contain the initial background paper for FIAEP members and the policy discussion paper including the specific recommendations of the RCIADIC.

Keywords: Aboriginal community; Aboriginal education; Adult education; Adult learning.
AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

TD/TNC 53.101
Boughton, Bob; Durnan, Deborah.
Federation of Independent Aboriginal Education Providers. (FIAEP)
Best practice and benchmarking in Aboriginal community-controlled adult education.
[Canberra]: Federation of Independent Aboriginal Education Providers, 1997. 45 p.

This study reports on the findings of an action research project conducted by the Federation of Independent Aboriginal Education Providers (FIAEP), funded by the Australian National Training Authority (ANTA) to investigate the nature of 'best practice' in the Aboriginal community-controlled sector, and to develop guidelines to assist providers to benchmark their practices. The report begins with a brief description of the methodology used in the study. It then discusses some of the issues involved in defining best practice in Aboriginal adult education drawing on material collected during the literature review stage of the project. The third section analyses the data from this study, while the final section proposes a set of guidelines against which providers and others can benchmark practice in the future.

Keywords: Benchmarking; Best practice; Aboriginal education; Community education; Adult education.

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road. Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

TD/NSW 54.03

Within these walls: training a captive audience.

IN: Training agenda. Vol. 6,(2), May 1998, p. 4-5.

The Dept of Corrective Services (DCS) is responsible for the state's correctional centres. In 1994 it established the Adult Education and Vocational Training Institute (AEVTI) to facilitate training delivery. TAFE NSW currently delivers more than 27,000 annual training hours in 25 locations throughout the state. In addition to providing details on the provision of training for NSW inmates the article also considers the characteristics of NSW inmates and outlines the 1996 document "Strategic plan for TAFE NSW provision for aboriginal inmates".

Keywords: TAFE; NSW; New South Wales; Prisoner; Aboriginal education; Adult Education and Vocational Training Institute; AEVTI.

ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. Photocopy available to libraries only.

TD/TNC 54.13

Anderson, Clair.

Tasmania. Dept of Vocational Education and Training. (DVET)

Restructuring Aboriginal training programs North-West Region: a report on the implementation of a strategy and future recommendations to improve access to training services for Aboriginal communities in Tasmania.

[Hobart?]: Department of Vocational Education and Training, 1997. 19 p.

This project addresses the issue of improving access to training services for Aboriginal communities in Tasmania by implementing a trial strategy in the North-West Region. The issue this work-based project addressed was how to get the Aboriginal Adult Education and TAFE Access officers in the North-West Region to work as a team to deliver a more effective and efficient service. The aims of the project were: to explore options to improve teamwork and service delivery in the North-West Regional Aboriginal Training Program; to implement recommended option/s (changed working arrangement) for a trial period; to review and evaluate changed work arrangement/s after trial to provide recommendations for incorporation into the 1997-99 operational plan. Following the success of the North-West pilot it was recommended that the strategy be pursued on a statewide basis.

Keywords: Tasmania; Aboriginal education; Planning; TAFE; Adult education; Access to education.

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst Street, Hobart, Tasmania 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan.

TD/TNC 54.28

South Australia. Student Services Committee.

Indigenous students in TAFE: towards performance measures.

Adelaide: Student Services Committee, 1997. 64 p. (Make training work)

Wide variations exist in the provision of support services for Indigenous students in Australian TAFE, despite the recognition by TAFE systems of the special needs of Aboriginal and torres Strait Islander students. Special support units and specifically tailored services and programs have been established yet these students remain disadvantaged in terms of participation rates in all but preparatory level courses and in outcomes of vocational education and training. The need was seen to establish a clearer definition of what constitutes an appropriate and adequate provision of student services for Indigenous students in the vocational education and training sector, and to benchmark key elements of these services so as to assist in their planning and evaluation. Rather than making recommendations that states and territories may find difficult to accept, the report proposes a framework against which localised benchmarking can be developed based on the contextual needs of students and institutes. The framework cross-references a range of educational and contextual influences with the performance indicators designed to measure progress towards the principles identified for the provision of student services for Indigenous students.

Keywords: Vocational education; Training; TAFE; Aboriginal student; Learning support; Services; Planning; Evaluation; Benchmarking; Model; Performance indicator.
ISBN: 0724271848
AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

TD/TNC 54.41
Gude, Lorenz; Pascua-McGlew, Delia.
Flexible delivery in vocational education and training: implications and issues for Aboriginal students and communities.
[Australia]: ANTA, 1997. 62 p.

In vocational education in general, and in Aboriginal education in particular, open learning strategies and flexible delivery practices have been in evidence for some years. This document reports on a project (TPP/ANTA 43.14), which was funded by the Australian National Training Authority (ANTA) through the Western Australian Dept of Training, and was designed to evaluate the open learning/flexible delivery strategies that are currently used with post secondary level Aboriginal students in urban and remote communities. Using surveys, interviews and case studies, data was accumulated and explored to gain a better understanding of the implications of flexible delivery strategies for Aboriginal people. The report identifies a series of highly relevant issues and raises significant questions involving key principles for consideration by providers of education and training to Aboriginal students. Finally, the report makes recommendations to educational providers on the principles which should be observed in implementing open learning and flexible delivery practices for remote and community-based Aboriginal students.

Keywords: Aboriginal education; Aboriginal student; Aboriginal community; Vocational education; Training; Higher education; Open learning; Flexible delivery; Distance study; Delivery system; Access to education; Rural community; TAFE; Survey; Case study.
ISBN: 0730970574
AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

TD/TNC 54.56
Dept of Employment, Education, Training and Youth Affairs. Indigenous Education Branch. (DEETYA)
Administrative guidelines: indigenous education strategic initiatives program (IESIP) third triennium 1997-1999.
[Canberra]: [Dept of Employment, Education, Training and Youth Affairs], [1997?]. 34 p.

These administrative guidelines, approved by the Commonwealth Minister for Employment, Education, Training and Youth Affairs set out the objectives, administrative requirements and funding arrangements under the Indigenous Education Strategic Initiatives Program (IESIP) for the third triennium of the National Aboriginal and Torres Strait Islander Education Policy (AEP), 1997-99.

Keywords: Aboriginal education; Educational policy; Educational programme.
AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

TD/TNC 54.110
Australia. Aboriginal and Torres Strait Islander Commission. Office of Public Affairs. (ATSIC)
As a matter of fact: answering the myths and misconceptions about Indigenous Australians.
Woden, ACT: Office of Public Affairs, 1998. 71 p.

This publication is intended by the Aboriginal and Torres Strait Islander Commission (ATSIC) to fill a need for factual information and dispel some of the more common misconceptions about the experiences of Indigenous people over the last 200 years, and about their current situation. There are six main section headings: history; funding; ATSIC; specific programs; land; social attitudes. Each section takes as its starting point one of these common misconceptions, presenting facts and figures and an interpretation of the Indigenous perspective to counter the misconceptions.

Keywords: Aboriginal community; Aboriginal education; Aboriginal employment; History.
ISBN: 0642320225
AVAILABLE FROM: Director, Office of Public Affairs, PO Box 17, Woden ACT 2606. Ph: +61 2 6289 3020 or +61 2 6289 3450. Order form available on the Internet: http://www.atsic.gov.au (current at 3 August 1998).

Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

TD/WA 54.17
Western Australia. Dept of Training.
Update: policy direction in the vocational education and training sector, issue no. 12, August 1997.
Perth: Dept of Training, 1997. 6 p.

This newsletter, published by the Western Australian (WA) Dept of Training, contains information on state and national vocational education and training (VET) policy directions. This issue includes articles on WA's comprehensive framework for competency based assessment in VET; the WA Dept of Training's endorsement as a Quality Endorsed Training Organisation (QETO); how three new pilot projects operating in WA will help many Aboriginal people and migrants to improve their training and employment prospects, the success of an information sharing forum held in Perth to explain outcomes of a Ministerial Council (MINCO) meeting; nationally developed resources to facilitate vocational placement infrastructure; five training packages reviewed for use in WA; and WA's support for a national review of higher education.

Keywords: Newsletter; Vocational education; Vocational training; Training policy; Competency based assessment; Quality; Quality Endorsed Training Organisation; QETO; Pilot project; Resource material; Job placement; Training package; Higher education.

AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

TPP/TNC 54.09
Campbell, Annie.
Indigenous education strategic initiatives program.

This project will identify, develop and disseminate the elements of best practice that can come together to improve the learning outcomes of Indigenous students in short periods of time through concerted efforts in the vocational education and training (VET) sector. The project is jointly managed by the National Centre for Vocational Education Research (NCVER) and Yunggorendi, the First Nations Centre for Higher Education and Research.

PROJECT STATUS: Completion date to be determined.

Keywords: Vocational education; Training; Aboriginal education; Aboriginal student; Access to education; Outcome of education; Best practice.

PROJECT CONTACT ADDRESS: National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

DOCUMENT ENTRIES

NB Where Interlibrary Loan is the only given availability, please submit requests on the appropriate I.L.L. form, addressed to the listed library.

AUSTRALIAN CAPITAL TERRITORY

1

TD/ACT 54.01
Canberra Institute of Technology.(CIT)
1997 Annual report.
Canberra: ACT Government, 1998.77p.

This document reviews the activities, objectives and performance of the Institute in 1997 as well as outlining its aims, organisation, performance and policies.

Keywords: Annual report; TAFE; Vocational education; Canberra Institute of Technology; Australian Capital Territory
ISSN: 1035-7661

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax:+61 2 6207 4805. Interlibrary loan.

2

TD/ACT 54.02
Canberra Institute of Technology. Dept of Languages. (CIT)
Contemporary music diploma course KL01NA and certificate IV course KL02MA.
Canberra: Canberra Institute of Technology, 1998. 3 v.

This course provides the opportunity for students to select one of five different streams of study (studio recording, composition, performance, live production, music business), each with two exit points leading to vocational qualifications. Each of the courses aims to provide graduates with the balance of technical and aesthetic skills required for participation in the music industry, within the specialisation studied. The program also aims to provide all students with business management and administrative skills to maximise opportunities for continuing employment in the contemporary music industry. This course replaces the diploma of contemporary music and certificate IV courses AJ01NA-AJ10MA (TD/ACT 50.01).

Keywords: Music; Music education; Diploma course; Certificate course; Curriculum; Australian Capital Territory

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Interlibrary loan.

3

TD/ACT 54.03
Bell, Claire; Wilson, Judy.
Issues and suggestions for assessment of practical placements.
Canberra: Canberra Institute of Technology, 1998. 23 p.
(Institute assessment project occasional paper, no. 20)

This paper identifies some of the issues that students and teachers are confronting in the assessment of practical placements in industry. Drawing on their experience in child care and veterinary nursing, the authors highlight areas of concern with assessing in the workplace and offer some solutions and guidance for improving the outcomes of industry placement. Issues covered include determining student competence, the role of the workplace supervisor and the teacher in assessment, teacher/student conflict, workplace supervisor/student conflict, student placement, industry support and expectations, student monitoring and record keeping and exploitation of students by employers.

The paper also considers the industry perspective and considers the viewpoint of both employers and students.

Keywords: Assessment; Work experience; College industry relationship; Australian Capital Territory
ISBN: 1875250255

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Interlibrary loan.
Other sources: Cathy McNickle, Research and Evaluation, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Fax: +61 2 6207 4829; Ph: +61 2 6207 4983. Cost: $10.00 plus postage.

4

TD/ACT 54.04
Fooks, Des.
Industry partnership: leaning on a broken reed.
1998. Unpublished.4 p.

This article considers the basis of the partnership between industry and government in relation to vocational education and training. It points out the lack of commitment by industry to investing in training, and notes a decline in structured training provided by employers.

Keywords: Government policy; Vocational training; Educational finance; Financial policy; Training cost

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Interlibrary loan.

5

TD/ACT 54.05
Canberra Institute of Technology. Dept of Visual and Performing Arts. (CIT)
Bachelor of design (fashion design) course AJ64VA.
Canberra: Canberra Institute of Technology, 1998. 159 p.

On successful completion of this new course, graduates should be able to initiate, manage and present innovative proposals which respond to complex fashion design problems and opportunities, develop and maintain relevant communication systems and operate in both collaborative and individual settings, provide leadership in the application and evaluation of fashion design technology and research, access resources which support the development of sophisticated design solutions, generate budgetary and procedural strategies and initiate, implement and manage quality control systems.

Keywords: Fashion designer; Design; Clothing industry; Drawing; Patternmaking; Curriculum; Australian Capital Territory

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Interlibrary loan.

6

TD/ACT 54.06

Canberra Institute of Technology. Dept of Visual and Performing Arts. (CIT)

Design (fashion) advanced diploma course AJ62QA and diploma course AJF61NA.

Canberra: Canberra Institute of Technology, 1998. 162 p.

These courses replace the Associate Diploma and Diploma of Applied Arts in fashion: commercial design and custom design (TD/ACT 38.06 and TD/ACT 38.04). The aim of the diploma is to provide graduates with a balance of technical, design and supervisory skills necessary to operate as a para-professional in the fashion design industry. The aim of the advanced diploma is to provide graduates with a balance of technical aesthetic and managerial skills necessary to operate at a base-level professional in the fashion design industry.

Keywords: Fashion designer; Design; Drawing; Clothing industry; Patternmaking; Diploma course; Curriculum; Australian Capital Territory

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Interlibrary loan.

7

TD/ACT 54.07

Australian Capital Territory. Dept of Education and Community Services. Office of Training and Adult Education.

ACT training plan.

Canberra: Office of Training and Adult Education, 1998. 30 p.

The training plan outlines priorities for publicly funded training to be delivered in 1998, in the context of declining public sector employment which also affects other sectors, particularly that of building and construction. Priorities are established after extensive consultation with business, industry, community and training organisations and also take account of economic, demographic, labour market and statistical information.

Keywords: Vocational education; Vocational training; Educational plan; Skill development; Strategic planning; Australian Capital Territory

AVAILABLE FROM: Kim Serjeant, Office of Training and Adult Education, PO Box 985, Civic Square, ACT, 2608. Ph: +61 2 6205 7045; Fax: +61 2 6205 7059. Free.

Other sources: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Interlibrary loan.

8

TD/ACT 54.08

Kinsman, Martha.

Seamless tertiary education: constraints and possibilities.

ACER Conference: "Universities: Enduring Institutions?", Sunshine Coast, Queensland, 28-29 May 1998 30 p.

This paper explores the constraints and possibilities for a more integrated and seamless provision of tertiary education in Australia, offering a perspective from outside the university sector, and focusing on the interface between universities and TAFE. The paper draws on the submissions and evidence to the West Committee and the current parliamentary inquiry into the role of institutes of TAFE, to examine some key tensions and possibilities. These include: (1) appropriate purposes and knowledge paradigms for tertiary education; (2) adequacy of current coordination and collaboration as a basis for a seamless system; (3) potential of a more competitive system to expand and diversify educational participation and provision; and (4) role of student demand and preferences in determining resource allocation between sectors as well as within them.

It is argued that the current sharp distinctions between "university" and "other" post-secondary knowledge reflect neither student preferences nor social and economic realities, that funding arrangements with more emphasis on collaborative and integrated curriculum design and dual qualifications need to be in place, and that institutions in both sectors should be judged and accredited on the basis of their capability and performance rather than regulated according to outmoded administrative categories.

Keywords: Postcompulsory education; Vocational education; Lifelong learning; University; Educational policy; Training policy; Conference paper

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Interlibrary loan.

NEW SOUTH WALES

9

TD/NSW 54.01
Cervi, David. (ed.)

Training agenda: a journal of vocational education & training, vol. 6, no. 2, May 1998.

Sydney: New South Wales Technical and Further Education Commission, 1998.

Training Agenda is a channel for description, explanation, interpretation, discussion and debate about issues and practices relevant to current developments in vocational education and training (VET). It is published four times per year, in February, May, August and November.

This issue focuses on training in NSW prisons.

Keywords: TAFE; NSW; New South Wales; Vocational education; Vocational training; Periodical
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Available via interlibrary loan to libraries only.**
Other sources: The Editor, Training Agenda, c/-KDC Consulting Pty Ltd, PO Box 1332, Burwood NSW 2135, Australia. Annual subscription A$45 within Australia, A$80 overseas airmail.

10

TD/NSW 54.02

Way forward for vocational education and training in NSW.

IN: Training agenda. Vol. 6,(2), May 1998, p. 3

In a speech earlier this year to a national education and employment conference Dr Ken Boston, Managing Director of TAFE NSW and Director-General of the Dept of Education and Training outlined his plans for improving vocational education and training (VET). This article gives a brief outline of his plans in the areas of curriculum, delivery, teaching, assessment, reporting and flexible pathways.

Keywords: Vocational education; Vocational training; NSW; New South Wales; Future; Educational planning
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

11

TD/NSW 54.03

Within these walls: training a captive audience.

IN: Training agenda. Vol. 6,(2), May 1998, p. 4-5

The Dept of Corrective Services (DCS) is responsible for the state's correctional centres. In 1994 it established the Adult Education and Vocational Training Institute (AEVTI) to facilitate training delivery. TAFE NSW currently delivers more than 27,000 annual training hours in 25 locations throughout the state. In addition to providing details on the provision of training for NSW inmates the article also considers the characteristics of NSW inmates and outlines the 1996 document "Strategic plan for TAFE NSW provision for aboriginal inmates".

Keywords: TAFE; NSW; New South Wales; Prisoner; Aboriginal education; Adult Education and Vocational Training Institute; AEVTI
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

12

TD/NSW 54.04

Inside out: a practitioner's view of prison training.

IN: Training agenda. Vol. 6,(2), May 1998, p. 6-7

Many of the practical aspects of TAFE NSW training for aboriginal prison inmates are undertaken by the specialist Aboriginal Development units in each TAFE NSW institute. Lou Davis is acting Aboriginal Development Manager at South Sydney Institute's Loftus Campus. He has had many years experience of working with and for Aboriginal prison inmates, which he discusses in this article.

Keywords: Aboriginal education; Prisoners
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

13

TD/NSW 54.05

Fitting out a future.

IN: Training agenda. Vol. 6,(2), May 1998, p. 8

The Shopfitting, Kitchens and Detailed Joinery section of Southern Sydney Institute's Lidcombe campus is currently engaged in a wood-skills program designed to prepare young people from poor educational backgrounds for life and work outside the Juvenile Justice system in which they have become enmeshed.

Keywords: Woodworking; Disadvantaged; Southern Sydney Institute of TAFE; Lidcombe campus
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

14

TD/NSW 54.06

Humanitarian award for cultural-awareness training.

IN: Training agenda. Vol. 6,(2), May 1998, p. 9

The need for greater awareness of cultural sensitivities in establishing training programs for Aboriginals in prisons and in the community at large is being addressed in a project at the Shopfitting, Kitchens and Detailed Joinery section at

Southern Sydney Institute of TAFE's Lidcombe campus.

Keywords: Aboriginal education; Prisoners; Southern Sydney Institute of TAFE; Lidcombe campus; Cultural factor
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

15

TD/NSW 54.07

Inside TAFE training.

IN: Training agenda. Vol. 6,(2), May 1998, p. 10-11

In December 1997, the Board of Vocational Education and Training requested advice on the extent of TAFE's involvement in training in NSW prisons. This article presents edited extracts of a paper describing provision for inmates of correctional centres and programs for youth at risk of being caught up in the juvenile justice system.

Keywords: Prisoners; TAFE; NSW; New South Wales; Youth; OTEN; Department of Corrective Services; DCS
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

16

TD/NSW 54.08

Broken Hill: training solutions to complex issues.

IN: Training agenda. Vol. 6,(2), May 1998, p. 12

Broken Hill Correctional Complex caters for a maximum of 50 inmates at any one time. The position of Education Officer was introduced at the complex in 1994. Training is open to all inmates with an emphasis placed on accredited training.

Keywords: Prisoners; Broken Hill Correctional Complex
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

17

TD/NSW 54.09

Boston, Ken.

Vocational education and training in schools.

IN: Training agenda. Vol. 6,(2), May 1998, p. 13

At the national Education and Employment Conference held in Sydney in March, Dr Ken Boston, Director-General of the Dept of Education and Training and Managing Director of TAFE NSW, spoke about vocational education and training (VET) in schools. This article presents edited highlights of his speech.

Keywords: Vocational education; Vocational training; Secondary school; NSW; New South Wales
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

18

TD/NSW 54.10

TAFE-SOCOG engagement: it's official.

IN: Training agenda. Vol. 6,(2), May 1998, p. 15

TAFE NSW has been announced as the Official Training Services Supporter of the Sydney 2000 Olympic Games. TAFE will be responsible for training volunteers and employees of the Sydney Organising Committee for the Olympic Games (SOCOG).

Keywords: TAFE; NSW; New South Wales; SOCOG; Sydney Organising Committee for the Olympic Games; Volunteer
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

19

TD/NSW 54.11

Grimshaw, Warren.

Coffs Harbour: three years on...

IN: Training agenda. Vol. 6,(2), May 1998, p. 16-17

Coffs Harbour Education Campus was established at the beginning of 1995 as a partnership between the NSW Dept of Education and Training (DET), the NSW TAFE Commission and Southern Cross University. Its Executive Director, Warren Grimshaw, reports on progress to date.

Keywords: New South Wales; NSW; TAFE; Southern Cross University; Coffs Harbour Education Campus; NSW Dept of Education and Training; Shared service; Joint project; Educational facilities; University; Secondary school
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

20

TD/NSW 54.12

In at the deep end: an interview with Kim Fillingham.

IN: Training agenda. Vol. 6,(2), May 1998, p. 18-19

Kim Fillingham has moved across from the school sector to take up his current appointment as Director of Southern Sydney Institute of TAFE (SSIT). This article reports on his observations on cross-sectoral matters and his priorities in shaping future directions for the institute.

Keywords: Southern Sydney Institute of TAFE; TAFE; NSW; New South Wales; Articulation; School; University
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

21

TD/NSW 54.13

Sobski, Jozefa.

Lifelong learning: concepts and context for the future.

IN: Training agenda. Vol. 6,(2), May 1998, p. 21-22

As advanced technologies accelerate the pace of change the author argues that we must ensure that future generations have access to the learning they will need to cope with such changes throughout their lives.

Keywords: Lifelong learning; Career development; Distance study; Technological change; Work environment
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

22

TD/NSW 54.14
Harris, Roger...[et al.].
Pelican's flight: apprentices experiencing on- and off-job learning environments.
IN: Training agenda. Vol. 6,(2), May 1998, p. 23-24

During 1996 and 1997 the Centre for Research in Education, Equity and Work (CREEW) undertook a project that investigated on- and off-the-job sites as learning environments. This article highlights some of the key themes to emerge from their research.

Keywords: Apprentice; Apprenticeship; Trainee; Traineeship; Mentor; Off-the-job training; On-the-job training; Learning experience
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

23

TD/NSW 54.15
McCleary, Peter.
Training tonic for gin brigade.
IN: Training agenda. Vol. 6,(2), May 1998, p. 27-29

In 1994 Namoi Cotton had a workforce with little formal training. Three years later it had in place a range of systematic processes to identify training needs, implement appropriate training programs and assess training outcomes. This article traces the company's training transformation.

Keywords: Cotton; Training programme; Training needs; Namoi Cotton
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

24

TD/NSW 54.16
Kinnaird, Bob.
NCVER and VET research.
IN:TAFE NSW Research Association conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p.1-8

This paper discusses the national research and evaluation program, some NCVER products and services, NCVER NSW Office's role and some key findings from NCVER NSW Office research.

Keywords: NCVER; Research; Research programme; NREC; Institutional role

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

25

TD/NSW 54.17
Anderson, Tony.
Building qualitative models.
IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p. 9-17

This paper discusses ways of building qualitative models to 'lift out' latent structures or patterns which are hidden in qualitative data. It is said that the best way to test a theory is to let your actions be guided by it. Picking up this theme, the paper opts for the use of 'process models'. This type of model shows how action, such as the performance of a skilled task, changes or is influenced by the effect of the processes which the qualitative model depicts.

Examples of qualitative models are given chosen from vocational education contexts, particularly analysis of teaching and learning processes, the competencies required by an occupation, and the skills used in performing complex tasks such as fault diagnosis. The processes used to construct the models are described. The need to retain critical distance and to stay truthful to the data is important during model construction to avoid the danger of stretching the model beyond what the data can support.

Keywords: Data analysis; Model; Competency; Skill; Task; Vocational education; Teaching; Learning

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

26

TD/NSW 54.18
Bartolo, David.
What's to know about the CRO: development of a self-paced cd-rom package.
IN:TAFE NSW Research Association conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p.25-38p.

Flexible delivery methods are benefiting enormously from the widening base of PCs, particularly the prevalence of multimedia compatible machines in students' homes.

Self-paced computer-based learning is still a rapidly evolving field, and content development is a major issue - much effort needs to be put into producing packages that are interesting and informative, and enthuse students enough to make them want to use them.

This paper presents one experience in the development of a CD-ROM interactive training package, giving an honest account of the process and the steps involved in development of the project, from initial proposal through research on the topic and interface design, surveys, storyboard, prototyping, graphic design and programming.

The main thrust of the project was to create a package that:
(1) presents factual matter in an engaging way.

(2) allows for exploration of the topic.
(3) encourages experimentation.
(4) provides means for students to test their knowledge.
(5) is accessible in content and presentation to typical Electrical Engineering students.

This paper addresses how the above objectives were achieved, including any obstacles that were encountered along the way, along with the design decisions that were required at various stages of the project.

Keywords: Computer assisted learning; CD ROM; Self instructional material; Material development

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

27

TD/NSW 54.19
Black, Stephen.

Understanding the dynamics of workplace cultures: implications for VET.

IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p.39-48

This paper features a case study of a workplace where new workplace practices are being introduced, and in particular, teamwork. Management and supervisors share a perspective about the new identities they want from their workers in this new team environment. It includes, for example, workers taking more responsibility, working 'smarter', increasing their skills (eg computers, literacy), working more 'flexibly', and finding greater meaning and satisfaction in their work. But this perspective is not shared by all workers. Many of these workers privately resist the new work discourse that is being imposed on them, and they resist the formal training that goes with it. This workers' resistance has implications for VET providers such as TAFE. It is suggested that, rather than impose formal training on workers, the focus instead should be on 'situated learning' (that is, situated within their work context), and in particular, 'informal learning', often involving assistance from fellow workers as 'mentors'. In view of the cultural dynamics of this particular workplace, these strategies are more likely to lead to successful education and training outcomes for workers.

This paper is based on a conference paper presented by the author at the 5th Annual Conference on Post Compulsory Education at Surfers Paradise, Queensland on 26-28 November 1997.

Keywords: Team work; Employees attitude; Work attitude; Informal education; Workplace education

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

28

TD/NSW 54.20
Bloch, Barbara.

United we teach, united we learn: investigating the integration of on and off-the-job training and assessment.

IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p.49-58

There is no single way to integrate on and off-the-job training and assessment that suits all situations, given the complexity and diversity of integrated workplace learning programs. The imperative is to ensure that any framework for this integration is based on educationally sound principles which promotes training and assessment that is as relevant as possible to the requirements of the workplace and to the vocational needs of the learner.

This conclusion reflects the outcomes of a lengthy research project conducted by the Vocational Education and Assessment Centre, investigating the effectiveness and practicality of integrating on and off-the-job training and assessment. The research was carried out via six case studies in a variety of industries, enterprise sizes and vocational program areas.

Via illustration of these case studies, this paper discusses the features that need to be established for the benefits of this form of delivery to be fully realised by both provider and enterprise.

Keywords: Vocational Education and Assessment Centre; VEAC; Assessment; On-the-job training; Off-the-job training

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

29

TD/NSW 54.21
Boote, Jeanne

Learning to learn in vocational education and training: concerns for students and teachers.

IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p.59-71

This paper is based on the report of a study which was made possible through a research grant awarded by the National Executive of AusTAFE Inc. The study comprised a literature review of current issues in learning to learn, with discussion of these issues by a focus group of practitioners in vocational education and training (VET) for people with disabilities, from both private and public VET providers. Various approaches to learning and the changes in delivery of VET, and the implications of these for students with disabilities, were discussed. While specific problems were identified for students with disabilities, concerns were raised for all students. When issues generic to all students are considered and overcome, then the metacognitive support needs of many students with disabilities will be able to be provided with mainstream delivery. The recommendations from this limited study have implications for students with disabilities, their VET trainers, school teachers, teacher training practitioners, and VET institutions.

Keywords: Learning process; Disabled person

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

30

TD/NSW 54.22
Murphy, T...[et al.].

Measuring the net economic benefits of an apprentice training school.

IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p.72-82

This paper outlines a methodology for measuring the net economic benefits to employers of replacing on-the-job training of first year apprentices with skill acquisition/project training in a dedicated Apprentice Training School. The methodology takes account of the fact that many apprentices and tradespeople are maintenance rather than process workers so their tasks vary considerable throughout the day and from day to day. Key factors considered are: the skill level of work carried out by apprentices at each stage of their apprenticeship; the speed at which they can do the work as compared to a fully qualified tradesperson; and the degree of supervision required. This methodology is currently being used in a study of electrical and mechanical engineering apprentices at Lithgow and some preliminary results of this study are reported in this paper.

Keywords: Apprentice; Apprenticeship; Cost benefit analysis; On-the-job training; TAFE; NSW; New South Wales; Training cost; Training method; Western Institute of TAFE

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

31

TD/NSW 54.23
Burrows, Jennie.

Providing tools for compliance with disability legislative obligations.

IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p.83-95

Reasons for the lack of reporting against and complying with disability legislation are identified. Options for addressing the situation are discussed, with the preference being to disseminate a customised monitoring tool. A strategy is developed to optimise the likelihood of responses being received and to consolidate a role for the restructured VET Disabilities Services Unit. Evaluation criteria are proposed.

Keywords: Disability; Government policy; Reporting system; Legislation; NSW; New South Wales

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only**.

32

TD/NSW 54.24
Davies, Marilyn.

Study of students' perceptions of their participation within the context of a joint educational development.

IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p.96-111

This paper is an outline of a study which investigates students' perceptions of their participation within the context of a joint educational development at Coffs Harbour Education Campus, a partnership between the North Coast Institute of TAFE, the Dept of School Education (Senior College) and Southern Cross University. Joint developments are designed to provide potential benefits for students by sharing of joint facilities and access to a broader range of educational provision.

The study shows, through a qualitative approach, how students perceive the Campus, rather than the planning and administration perspective of providers. It explores the major aspects of students' participation, and the framework is underpinned by what students themselves consider to be the significant issues. The aspects that emerge from the study relate to the physical presence of the campus, educational outcomes, social relationships and attitudes toward education. The potential benefits and concerns of students are discussed and whether this unique educational environment meets their needs. General recommendations and further research are suggested to assist planners in future joint development projects.

This paper is a brief outline only of a major study; a more detailed discussion of source material, acknowledgments and extensive bibliography is contained in the original study. For the full study please see TD/NSW 53.21 "Study of student perceptions of their participation within the context of a joint educational development."

Keywords: Shared service; Joint project; Educational facilities; Performance appraisal; Student attitude; University; Secondary school; Southern Cross University; SCU; North Coast Institute of TAFE; New South Wales; NSW; TAFE; CHEC; Coffs Harbour Education Campus; Dept of School Education

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

33

TD/NSW 54.25
Davies, Marilyn.

Learning and teaching in initial vocational education and training.

IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p. 112-120

This paper discusses the process of research in a national study on learning and teaching in initial vocational education and training, and how to achieve the sampling requirements to make the study a success, without incurring additional costs to the research budget through organisational backtracking.

The project was managed according to a number of interrelated factors involving procedures and research practices which impacted on all those involved in the study, from participant organisations, through to teachers and students. There is a need to reaffirm that the organisation of the data collection and research practices are effective and efficient in order to inform further research projects of this nature and size. The researchers' overall impressions of the fieldwork are included in this discussion.

Keywords: Teaching; Learning; Initial training; Sampling; Cost; Budget; Research

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

34

TD/NSW 54.26
Finnane, Anne.

Assessment verification in the certificate III in tertiary preparation.

IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p. 121-126

ACCESS Educational Services is responsible for supporting the delivery of the TAFE Certificate III in Tertiary Preparation (TPC) throughout NSW and is responsible for organising and managing the verification of assessment in TPC 4974. In 1998 and in 1997 51 colleges are delivering the course.

Keywords: TAFE; NSW; New South Wales; Tertiary Preparation Certificate; TPC; Competency based training; Assessment; Competency based assessment; General education; Prevocational training

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

35

TD/NSW 54.27
Fogarty, Jill.

This little piggy went to market...

IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p.127-132

In this paper the author argues that "Credential creep" as it is known, may be attractive and enable the naive to feel secure but there is always a credibility gap that goes with it. This gap is blatant and visible whilst ever the transitional memories are sharp and the human factor is never compensated. The author states that the impact to TAFE over time, with so many excellent courses being snaffled by universities and turned into processed degrees, can now be measured. The number of university graduates returning to TAFE to get the real practical knowledge and experience of their chosen profession, increases every year and tends to emphasise one of the most valuable hallmarks of the educational process - survival.

Keywords: TAFE; Sydney Institute of Technology; SIT; Podiatry; University; Level of qualification

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

36

TD/NSW 54.28
Geor, Glen; Walsh, Mary.

Learning partnerships: how dynamic learning at Sydney Institute of Technology and organisations are working together to make learning exciting and relevant.

IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p.133-138

Dynamic Learning has been established by Sydney Institute of Technology's Faculty of Business Services to specifically address the needs of organisations and to establish and nurture learning partnerships. It also helps to develop joint approaches to change, focusing on clerical and administration competencies.

Dynamic Learning works within organisations to change the learning agenda, with the goal of improved performance, by expanding and identifying learning. Organisational Development units and Dynamic Learning work together to ensure that the requirements of the people, the jobs and the organisation are drawn together. Identified skills and learning are matched against TAFE qualifications and if further learning is required it can be customised.

Learning within organisations has behavioural change as its main goal. Learning is beginning to be based on industry capabilities which are flexible enough to ensure they meet the individual needs of organisations. Flexible learning policies and activities are beginning to allow people to grow in a way that suits their learning style.

Keywords: Sydney Institute of Technology; SIT; TAFE; Learning; Cooperative programme

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

37

TD/NSW 54.29
Hazell, Pat.

Competency based curriculum in adult basic education.

IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p.139-145

This paper presents the findings of some research completed early in 1997, which set out to investigate the implications of competency based training for students enrolled in the two lower levels of the accredited Adult Basic Education (ABE) course, the Certificate in Adult Foundation Education (CAFE).

It is argued that a point of tension exists in CAFE between traditional ABE provision and the demands placed on it by the National Training Reform Agenda that vocational education and training courses be competency-based. This raises questions about whether CAFE can meet the learning needs of the student group at the lower levels of TAFE provision, who are the focus of this research. This research explored this question through the experiences of teachers implementing CAFE in a selection of TAFE colleges in NSW. By conducting research with teachers who have had the responsibility for the implementation of the curriculum, it has been possible to draw conclusions about some implications of implementing CAFE for the target group of students.

The results of the research indicate that although there are many positive outcomes for learners enrolled in the two lower levels of CAFE, and many of the intended outcomes of the course are achieved, the ABE learning needs of some students are not met by the curriculum. These findings suggest the necessity for the continuation of choices of ABE provision within TAFE NSW, so that access to institutional learning remains on option for all learners at the beginning stages of literacy and numeracy learning.

Keywords: TAFE; NSW; New South Wales; Adult basic education

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

38

TD/NSW 54.30
Heron, Barbara.

Evaluating training from the inside: a qualitative study.

IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p.146-151

As part of a Masters thesis six non-academic staff women at a rural university were interviewed in depth about their staff training and development to reveal a detailed picture from the perspective of participants.

Main areas covered are:

(1) a definition of training and development
(2) differences between internal and external training and development
(3) role of the supervisor in their staff's training and development
(4) careers and training and development.

The research gleaned from the interviews was put in the context of studies done at other universities on the role of women. Evaluative studies of training and development across a range of other industries were also compared to the data obtained in the study. The study showed the need for a link between career paths and training and development as well as the need for individuals to take some responsibility for their own development. The relative powerlessness of non-academic staff women was demonstrated by this study which gave participants a chance to reflect on their training and development at their workplace. Finally, a detailed picture emerged of the lived experiences of participants.

Keywords: Women; Staff development

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

39

TD/NSW 54.31
Lal, Vijendra.

Promoting independent learning in TAFE: seven indicators to measure success.

IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p.152-162

Brindley (Learners and learner services: the key in the future in open and distance learning in "Why the information highway? lessons from open & distance learning") contends that development of independent learners should be an explicit goal of educational institutions and that this should be part of all their operations and be used as one measure of their success.

This paper explores the following questions

(1) What is independent learning?
(2) Why should it be encouraged?
(3) How should it be encouraged?
(4) How can we measure the extent to which an organisation promotes independent learning?

Keywords: Independent study

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

40

TD/NSW 54.32
MacCann, Ann.
Designing accessible learning materials.
IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p. 163-173

Designers of learning materials need to consider certain issues when designing learning materials which may be used by learners who have physical, intellectual, vision, hearing, psychological of neurological disabilities and learning difficulties, such as low literacy levels. Learning materials can also be made more accessible for learners with other challenges, such as English as their second language. This article explains how the Open Training and Education Network (OTEN) has addressed this issue.

Keywords: Instructional design; Disabled person; Physically disabled; Visually disabled; Aurally disabled; Literacy

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

41

TD/NSW 54.33
McLaren, Beth.
Information skills: the key to tomorrow today.
IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p. 174-181

Learning in TAFE today requires that students have skills in the key competencies of:
(1) collecting analysing and organising ideas and information
(2) communicating ideas and information

These competencies are being included in TAFE curriculum documents. Acquisition of the competencies supports student learning tomorrow by giving students the skills to become lifelong learners. TAFE teachers need to consider how they will be best taught. The moves towards more flexible delivery of courses suggest that this will remain an issue for teachers into the future.

This paper is based on a range of research which indicates that students learn these skills best if they are taught in the context of a real task, and as a process. The paper supports the role of librarians in working with teachers to teach information skills and briefly outlines the work being undertaken by Sydney Institute of Technology (SIT) Library in this area.

The paper concludes with an examination of some of the issues associated with assessing students' competence in information skills with reference to the recent work undertaken in school education associated with the development of national profiles and outcomes intended as benchmarks for student achievement. The recent research of Todd and McNicholas is used to suggest a more achievable model for demonstrating student success. The paper proposes that TAFE based research in this area is required.

Keywords: Information retrieval; Information literacy; Library user education

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

42

TD/NSW 54.34
Miles, Tim; Vidler, Jill.
Taking the "distance" out of law: the role of technology in breaking down the barriers of distance for OTEN law students.
IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p. 182-200

In this paper the authors examine the concept of distance and the ways in which law teachers might overcome the barriers of distance, both in the physical and metaphorical senses, for their students studying law. One of the problems they have found teaching law subjects at OTEN is the non completion and high attrition rates. Supplementing the traditional distance teaching methods of print based materials with face-to-face tutorials and technologies such as videoconferencing, satellite broadcasts and voicemail. Although these methods have met with some success the authors are now looking to the implementation of instruction by way of the Internet to overcome the barriers of distance for their students. The possibilities of the Internet are examined in some detail.

Keywords: Distance study; Open learning; OTEN; Law; Internet; Teaching; Dropout

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

43

TD/NSW 54.35
Milliken, Noelene; Kennedy, Bernadette.
Open door teaching: the impact of "working together" on vocational education and training.
IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.
[Sydney?] : [TAFE NSW Research Association?], 1998. p.201-208

This research project looked at the impact of the staff development and training package, "Working together", on vocational staff throughout the Riverina. Staff and students took part in focus group discussions and the qualitative data obtained was analysed, generalisations made and conclusions drawn. From the information obtained it is thought that "Working together" is more than just a training program. "Working together" is an instrument which can assist in bringing about a cultural change within the vocational education and training sector.

Keywords: Staff development; Riverina Institute of TAFE; Wagga Wagga College of TAFE

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

44

TD/NSW 54.36

Milliken, Noelene; Sly, Heather.

National teaching and learning: how successful in the Riverina?

IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.

[Sydney?] : [TAFE NSW Research Association?], 1998. p. 209-214

This is a summary of a research project undertaken in 1997 to determine reasons for a perceived lack of successful outcomes in the National Teaching and Learning Program (NTL) in the Riverina Institute of TAFE (RIT).

By way of a questionnaire the researchers surveyed part time teachers who had participated in the program.

This paper outlines the researchers' findings, analysis and recommendations based on the survey results.

Keywords: Riverina Institute of TAFE; Staff development

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

45

TD/NSW 54.37

Potter, Vicki; Sanders, Jenny.

Perceptions of access and equity issues.

IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.

[Sydney?] : [TAFE NSW Research Association?], 1998. p.215-270

This paper reports on a project which investigated perceptions of access and equity issues by surveying a sample of Sydney Institute of Technology (SIT) staff. It was a small scale intensive study using qualitative methods to clarify definitions of access and equity, determine perceived barriers, and summarise views on existing and recommended strategies.

The project should encourage feedback to a consultative and participatory planning process and the data collected should assist SIT management in addressing issues related to equitable educational delivery. It should complement other research which may be outcomes focused.

The research project was supported by the NSW TAFE Research Association.

Keywords: Sydney Institute of Technology; NSW; New South Wales; Access to education; Equal opportunity; Research project; Sydney Institute of Technology; TAFE; NSW TAFE Research Association; SIT

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

46

TD/NSW 54.38

Sheehan, Maire; Raines, Jennifer.

Public sector participation in TAFE NSW programs.

IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.

[Sydney?] : [TAFE NSW Research Association?], 1998. p.271-299

TAFE NSW provides a range of vocational education and training (VET) services to the Public Sector including commercial services and public access courses.

This research aims to:

(1) make a preliminary identification of participation rates and trends in TAFE NSW programs targeted at the public sector or other courses where a significant public sector participation has been reported
(2) consult with the public sector to identify changing demands for VET in the public sector
(3) conduct a literature search to assist with identifying current thinking and activities in VET for the public sector.

A representative sample of courses and colleges was identified by gathering information from Program Managers, Institute Contacts, Marketing Managers and Statistical Services.

The outcomes of the research were presented at a search conference "Performance through People" jointly sponsored by the NSW Public Sector ITAB Inc. on November 26, 1997. The conference, attended by senior public sector managers, built on information in primary research and on public sector trends in employment and training demands and needs identified in the NSW VET Plan produced by the NSW Public Sector ITAB Inc.

This report identifies some recent trends in public sector employee participation in TAFE NSW and up to date industry information on public sector managers perspectives on VET needs and demands.

Keywords: Public sector; TAFE; NSW; New South Wales; Training participation rate

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

47

TD/NSW 54.39

Walsh, Anne; Leys, Christine.

Development of an analysis tool to enable change.

IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.

[Sydney?] : [TAFE NSW Research Association?], 1998. p. 300-305

TAFE has encouraged teachers to adopt flexible teaching and learning practices. This paper outlines the experiences of two flexible learning coordinators while working to foster the development of flexible learning practices in their Institutes. The Coordinators have grappled with the issues of how to encourage teachers and staff to adopt flexible teaching and learning practices and how to support cultural change. A workshop analysis tool has been developed which will encourage teachers to take ownership of any changes to their teaching and learning environments in order to meet their learners' needs. The coordinators have used action learning and action research processes in their work.

Keywords: Flexible delivery; TAFE; NSW; New South Wales; Action research; Experiential learning; Open learning

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

48

TD/NSW 54.40

Webb, Greg.

Peer support network for information technology teachers in TAFE NSW using the internet.

IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.

[Sydney?] : [TAFE NSW Research Association?], 1998. p. 306-318

IT-TEACHER is an Internet mailing list which brings together Information Technology (IT) teachers across New South Wales for the purpose of sharing and solving mutual problems relating to the teaching of IT in TAFE NSW.

The mailing list was started by a teacher at Sydney Institute of Technology (SIT) using his own computer and Internet account at home with the aim of reducing the isolation felt by new teachers in their subject areas. It now has over 70 members of new and experienced teachers and continues to grow.

Keywords: Information technology; TAFE; NSW; New South Wales; Internet; TAFE Teacher

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

49

TD/NSW 54.41

Wyatt, David.

There is no accounting for knowledge, is there?: (organisation behaviour is affected by newer structures that allow knowledge leveraging and accounted for on the balance sheet).

IN:TAFE NSW Research Association Conference: papers presented at 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.

[Sydney?] : [TAFE NSW Research Association?], 1998. p. 319-323

The application of systems to support structural change can provide data, information and knowledge to where it is required and when required. Although organisational change strategies may be initiated for specific outcomes, they may have limited success by themselves. A Learning Organisation that requires a systems approach to learning and sharing knowledge, can enhance the overall capability of the organisation and ensure any gains made through interventions such as total quality management (TQM) can stimulate a culture for continuous improvements. Such a culture includes: external orientation to link with others to help with strategies; free exchange of information through well designed systems across organisational boundaries; information and knowledge management with groupware and intelligent agents (such as Resumix or CHAOS); valuing people for ideas, creativity and imagination, where views can be challenged; openness and trust encourages people to speak out; and, learn from experience where making mistakes is tolerated provided lessons are learnt. Newer organisation structures are becoming more fluid and hang together because of strong links required by the collaboration needs of individuals and teams that can be dispersed and may never even meet. Such structures depend on knowledge which can be leveraged beyond the individual working alone and measured so the organisation knows where to invest limited resource for the benefit of all and the long term survival in a constantly changing environment.

Keywords: Organisation behaviour; Organisation development; Organisational change

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

50

TD/NSW 54.42

Prentice, Toby.

Attitudes and access to online training: TAFE trainers and trainees.

IN:TAFE NSW Research Association Conference: papers presented at the 1997 conference held at Sydney Institute of Technology Ultimo Campus December 1997.

[Sydney?] : [TAFE NSW Research Association?], 1998. p. 324-340

There is a large and growing level of interest in delivery of Flexible Learning at TAFE and elsewhere, some of it driven by budget constraints.

This survey set out to gauge the level of interest among TAFE Communication students and teachers around NSW. The first stage of analysis of the large amount of data is complete.

The lack of anywhere near a majority of clients with easy Internet access, and the differential between the teachers' access to the technology and that of the students, raises access and equity issues for TAFE.

Keywords: Internet; Flexible delivery; Computer assisted instruction

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

51

TD/NSW 54.43
Currey, Chris.
Australia. Ministerial Council on Education, Employment, Training and Youth Affairs. Vocational Employment, Education and Training Women's Taskforce. (MCEETYA)

Packaging training for gender equity.

Training tomorrow - what women want: national seminar: Sydney, NSW, 7-8 May 1998.
1998. Unpublished.14 p.

This paper offers a broad overview of a project entitled 'Packaging Training for Gender Equity' the focus of which was to devise strategies for achieving sustainable levels of growth in women's access and participation in the light of current policy and changes in vocational education and training (VET). The project was commissioned by the Australian National Training Authority (ANTA) under the National Women's VET Strategy at the request of the Vocational Employment, Education and Training (VEET) Women's Taskforce. Issues emerging from the project are discussed and future research suggested.

Keywords: Conference paper; Vocational education; Training; Women; Womens education; Access to education; Participation

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

52

TD/NSW 54.44
Crestani, Ivana.

Marketing VET to women.

Training tomorrow - what women want: national seminar: Sydney, NSW, 7-8 May 1998.
1998. Unpublished. 6 p. + overheads (4 leaves)

Recent research in Australia and America highlights the vital importance of women to economic and business growth. In this paper the issue of marketing vocational education and training (VET) to women is examined. Marketing is a key focus of the National Women's VET Strategy, it is a very complex issue, and the author contends that more effective targeting is required if women are to participate fully in future economic and business growth.

Keywords: Conference paper; Vocational education; Training; Women; Womens education; Ministerial Council on Education, Employment, Training and Youth Affairs; MCEETYA; Vocational Employment, Education and Training Women's Taskforce; VEET Women's Taskforce

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

53

TD/NSW 54.45
Pyke, Jo; Myles, Lou; Wall, Phil.

Summary of equity and change continuous improvement projects.

Training tomorrow - what women want: national seminar: Sydney, NSW, 7-8 May 1998.
1998. Unpublished. (various pagings)

This paper contains information about a number of Australian projects addressing equity and change in vocational education and training (VET). Summaries or overviews and in some cases contact information are given for each project. The projects and the state of origin of each project are: 'Customer support traineeship for women with a vision impairment.'- Australian Capital Territory; 'Women and computers - an equity and change project in the New England Region.' - New South Wales; 'Introduction to small business for Australian Indigenous people.' - Northern Territory; 'Women in remote communities: retail and business services training.' - Northern Territory; 'Non-English speaking background women in the community services and health industry sector.' - Queensland; 'Small business skills for rural and regionally isolated women.' -Queensland; 'Women in viticulture.' - South Australia; 'Information technology needs of women in small businesses in rural areas.' -South Australia; 'Training for rural and isolated women.' - Tasmania; 'Workplace learning in the textiles industry.' - Victoria; 'Pathways for Vietnamese and African women.' - Victoria; 'Rural women undertaking Certificate in Rural Office Practice and Rural Business Management modules.' - Victoria; 'Women in building.' - Victoria; 'Recognition of current competency model and network development for women in the transport industry studying small business management.' - Victoria; 'Strategic industry alliances.' - Western Australia; 'Bandyup-Wooroloo joint project.' - Western Australia.

Keywords: Conference paper; Vocational education; Training; Women; Womens education; Ministerial Council on Education, Employment, Training and Youth Affairs; MCEETYA; Vocational Employment, Education and Training Women's Taskforce; VEET Women's Taskforce

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

54

TD/NSW 54.46
Kimberley, Helen.

Planning pathways for women from ACE to VET.

Training tomorrow - what women want: national seminar: Sydney, NSW, 7-8 May 1998.
1998. Unpublished. 17 p.

This paper arose out of a project, the Pathways Planning Project, a national Adult and Community Education (ACE) study which looks at pathways which lead from ACE to accredited vocational education and training (VET) and are an important way for Australian women to gain access to accredited training. The paper looks at issues including good practice, the pathway idea, models for planning pathways, and guiding principles for planning pathways. Definitions are discussed, conclusions offered and future issues suggested.

Keywords: Conference paper; Vocational education; Training; Women; Womens education; Ministerial Council on Education, Employment, Training and

Youth Affairs; MCEETYA; Vocational Employment, Education and Training Women's Taskforce; VEET Women's Taskforce

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

55

TD/NSW 54.47

Heller, Karen; Daniell, Rhonda; Roberts, Jeannette; Tunbridge, Robin.

Staff development.

Training tomorrow - what women want: national seminar: 7-8 May 1998.

1998. Unpublished. 6 p.

The purpose of this paper is to look at the Vocational Employment, Education and Training (VEET) Women's Taskforce review of staff development as an area of strategic intervention for achieving the outcomes of the National Women's VET Strategy, and whether the specific staff development strategies identified need to be changed in light of the significant changes in the VET environment since the development of the Strategy.

Keywords: Conference paper; Vocational education; Training; Women; Womens education; Staff Development; National Women's VET Strategy; Vocational education; Training; Ministerial Council on Education, Employment, Training and Youth Affairs; MCEETYA; Vocational Employment, Education and Training Women's Taskforce; VEET Women's Taskforce

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

56

TD/NSW 54.48

Marshall, Joyce.

Women in decision making.

Training tomorrow - what women want: national seminar: 7-8 May 1998.

1998. Unpublished. 9 p.

This presentation focuses on three components of the Women in Decision Making Project, an Australian National Training Authority (ANTA) funded project which is part of the implementation process for the National Women's VET Strategy. These components are: the charter of best practice; skills profile - a check list; and advice for women by women. Using these components, achievable outcomes for women in decision making within vocational education and training (VET) organisations throughout Australia are highlighted. It is suggested that more recognition and ongoing support be given to organisations that have implemented policies and practices aimed at improving the participation of women in decision making, and that high quality , accessible and supportive training programs are available to VET organisations, industry and communities that will result in desirable and durable training outcomes for women.

Keywords: Conference paper; Vocational education; Training; Women; Womens education; Decision making; Ministerial Council on Education, Employment, Training and Youth Affairs; MCEETYA; Vocational Employment, Education and Training Women's Taskforce; VEET Women's Taskforce

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

57

TD/NSW 54.49

Schofield, Kaye; Dryen, Robyn.

Measuring up.

Training tomorrow - what women want: national seminar: Sydney, NSW, 7-8 May 1998.

1998. Unpublished. [23] p.

This document comprises a set of overheads for a presentation with the objective of proposing a set of measures of equity for women which could be incorporated into major national processes for performance measurement.

Keywords: Conference paper; Vocational education; Training; Women; Womens education; Assessment; Performance indicator; Ministerial Council on Education, Employment, Training and Youth Affairs; MCEETYA; Vocational Employment, Education and Training Women's Taskforce; VEET Women's Taskforce

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

58

TD/NSW 54.50

McKernan, Helen; Harris, Ros.

Fresh look: strategies to increase the participation of women in non-traditional and emerging industries.

Training tomorrow - what women want: national seminar: Sydney, NSW, 7-8 May 1998.

1998. Unpublished. 23 p.

This paper reports on a project funded by the Women's Research and Employment Initiatives Program (WREIP), Dept of Employment, Education, Training and Youth Affairs (DEETYA) and conducted by the National Centre for Women at Swinburne Institute of Technology. The purpose of the project was to make recommendations based on the following brief: In view of current and past strategies not having achieved optimal results, what long term strategies should be attempted to achieve a greater participation of young women in apprenticeships and traineeships, especially in non-traditional and emerging fields. Wide-ranging consultations, in depth interviews and an extensive review of existing literature, policy reports and promotional materials are reported, and findings discussed.

Keywords: Conference paper; Vocational education; Training; Women; Industry; Participation; Apprenticeship; Traineeship; Ministerial Council on Education, Employment, Training and Youth Affairs; MCEETYA; Vocational Employment, Education and Training Women's Taskforce; VEET Women's Taskforce

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

59

TD/NSW 54.51

Newcombe, Jenny.

Some reflections on the price of precarious employment: women educators in adult and vocational education.

Training tomorrow - what women want: national seminar: Sydney, NSW, 7-8 May 1998.

1998. Unpublished. 4 p.

This paper is part of a presentation entitled 'The Price of precarious employment: pitfalls in the push for increased casualisation and insecurity of employment.' presented by the author and colleague Lisa Heap at the 'Training tomorrow - what women want' Vocational Employment, Education and Training (VEET) Women's Taskforce National Seminar in May 1998. Aspects of the employment of education workers and the relevance of the trade union movement in representing these workers are explored.

Keywords: Conference paper; Vocational education; Training; Women; Employment; Ministerial Council on Education, Employment, Training and Youth Affairs; MCEETYA; Vocational Employment, Education and Training Women's Taskforce; VEET Women's Taskforce

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

60

TD/NSW 54.52

Pocock, Barbara.

Two steps forward: gender, work, pay and family, what progress now?

Training tomorrow - what women want: national seminar: Sydney, NSW, 7-8 May 1998.

1998. Unpublished. 4 p.

This document consists of a print out of the slides of a Powerpoint presentation reviewing gender issues related to work, pay and the family.

Keywords: Conference paper; Vocational education; Training; Women; Employment; Labour market; Family; Ministerial Council on Education, Employment, Training and Youth Affairs; MCEETYA; Vocational Employment, Education and Training Women's Taskforce; VEET Women's Taskforce

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

61

TD/NSW 54.53

Willett, Jan.

Women and training: making it work for your organisation: stories of success, final draft.

New South Wales: NSW Board of Vocational Education and Training, 1998. 26 p.

This paper forms the basis for a presentation delivered at the Training tomorrow - what women want: national seminar, Sydney, NSW, 7-8 May 1998 conducted by the Vocational Employment, Education and Training (VEET) Women's Taskforce. The paper contains case studies of women in training and employment across a wide range of organisations and areas including the arts, communications, community services, health, engineering, finance, local government, sport and recreation, and timber and forestry. The organisations that participated in these case studies have found that by recruiting, training, encouraging and promoting women they are able to achieve a better balance in their workforce and enhance their performance.

Keywords: Conference paper; Vocational education; Training; Women; Employment; Promotion; Case study

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

62

TD/NSW 54.54

MacDonald, Gillian.

Training reform and has it benefited women.

Training tomorrow - what women want: national seminar: Sydney, NSW, 7-8 May 1998.

1998. Unpublished. [17] leaves

Over the last decade substantial resources have been devoted to reform of the Australian vocational education and training system. This document contains print out of slides of a Powerpoint presentation looking at factors which may be influenced in order to increase the participation of women in vocational education and training (VET).

Keywords: Conference paper; Vocational education; Training; Women; Participation; Ministerial Council on Education, Employment, Training and Youth Affairs; MCEETYA; Vocational Employment, Education and Training Women's Taskforce; VEET Women's Taskforce

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

QUEENSLAND

63

TD/QLD 54.01

Australian National Training Authority. (ANTA)

Vocational training access project: summary report.

Brisbane: ANTA, 1998. 53 p.

This report identifies barriers to participation in vocational education and training programs encountered by disadvantaged groups: Aboriginal and Torres Strait Islander peoples, people with a disability, people from rural and remote communities, and people from non-English speaking backgrounds. The focus of this report is on the devising strategies to overcome these barriers and it includes models to evaluate the effectiveness of these strategies in improving the levels of training participation and outcomes.

Keywords: Vocational education; Training; Disadvantaged; Access to education; Aborigine; Aboriginal education; Rural area; Rural community; Non English speaking; Disabled person

AVAILABLE FROM: Open Learning Institute Library, PO Box 1326, Brisbane Qld 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349. Interlibrary loan.

64

TD/QLD 54.02

Construction Training Queensland. (CTQ)

Best practices in training access and effective participation: building and construction industry training for Aboriginal and Torres Strait Islander communities.

[Queensland]: Construction Training Queensland, [1997]. 138 p.

The main focus of the project from which this report resulted was to identify models of best practice in training access and effective participation within building and construction industry training programs for Aboriginal and Torres Strait Islander communities. The project outcomes were achieved was evaluated by analysing four case studies of community training programs which demonstrated: accessibility to flexible training models and access to support services; establishment of workable, on-site competency based training programs; development of portable skills; successful human resource management processes; extended range of benefits to communities; effective partnerships and linkages between education, industry, legislative agencies and communities; and quality outcomes.

Keywords: Aborigine; Aboriginal community; Aboriginal education; Access to education; Participation; Construction industry

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

65

TD/QLD 54.03

Queensland. Dept of Training and Industrial Relations. Division of Workplace Health and Safety.

Report on the integration of competency standards for users and operators of industrial equipment [NOHSC 1006] into vocational education and training in Australia.

[Queensland]: Division of Workplace Health and Safety, [1996].
45 p. + appendices

This project reports on the current status of integration of the competency standards contained in the National Occupational Health and Safety Certification Standard for Users and Operators of Industrial Equipment (NOHSC1006) into the vocational education and training (VET) system and offers recommendations aimed at achieving better and more consistent integration.

Keywords: Workplace; Occupational health; Occupational safety; Competency standard; Vocational education; Training

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

66

TD/QLD 54.04

Australian National Training Authority. (ANTA)

Best practice in Queensland training.

[Queensland]: ANTA, [1997].
various pagings

In 1996 the Australian National Training Authority (ANTA) funded eleven projects in Queensland. TAFE Queensland, Industry Training Advisory Bodies and private providers received funds to document and disseminate best practice models. A range of models was documented, including strategic training alliances between TAFE and industry, flexible delivery across various industries, and innovation in the delivery of training within Indigenous communities. These eleven models are summarised in this book.

Keywords: Best practice; Model; Training; Project

AVAILABLE FROM: Open Learning Institute Library, PO Box 1326, Brisbane Qld 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349. Interlibrary loan.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

SOUTH AUSTRALIA

67

TD/SA 54.01

South Australia. Dept of Education, Training and Employment.

From "outside" to "inside" VET for the disadvantaged: workshop manual.

Adelaide: Dept of Education, Training and Employment, 1997. 53 p.
(Demonstrating best practice in vocational education and training: national project)

This workshop manual was produced as part of the Adelaide Central Mission, Byron Place Community Centre, 1997 Demonstrating Best Practice in VET project. This report considers the access and participation barriers which disadvantaged people experience in entering vocational education and training. The project revealed that situational and institutional barriers were often considered a priority by educational institutions, but that addressing dispositional barriers can have positive effects for participants. The manual offers suggestions on ways to influence participant's attitudes and helps them to gain confidence academically and personally. Includes an extensive bibliography. (OLEARN abstract)

Keywords: Access to education; Disadvantaged; South Australia; Vocational education; Vocational training

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.

68

TD/SA 54.02

Jasinski, Marie.

Teaching and learning styles that facilitate online learning: documentation project: project report.

Adelaide: Douglas Mawson Institute of TAFE, 1998. 1 v.

The aim of this project was to research, collate, synthesise and document current theoretical and experiential findings from within the national VET sector, on teaching/learning styles that facilitate online learning. This report includes the following sections: (1) background to the project (2) survey results (3) conceptual map of influences on online teaching and learning (4) pedagogical issues emerging from this project, and (5) honour roll. The full report can be found on the Internet at: http://www.tafe.sa.edu.au/lsrsc/one/natproj (accessed 22 May 1998). (OLEARN abstract)

Keywords: Learning process; South Australia; Vocational education; Vocational training

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.

69

TD/SA 54.03

Jasinski, Marie; Mitchell, John.

Evaluation of electronic image assembly 1.

Adelaide: Douglas Mawson Institute of TAFE, 1997. 42 p.

This report evaluates a new system of online delivery combining both Internet and CD ROM at Douglas Mawson Institute of TAFE. The prototype includes online capabilities such as transmission of content and worksheets, student and teacher communication, and online assessment. The design is evaluated and improvements are suggested, with potential users needs and marketing strategies considered. (OLEARN abstract)

Keywords: South Australia; Vocational education; Vocational training; Course evaluation; Internet

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.

70

TD/SA 54.04

South Australia. Dept of Education, Training and Employment.

VET matters: vocational education and training, issue 8 (June 1998).

Adelaide: Dept of Education, Training and Employment, 1998. 12 p.

This is the eighth issue of "VET Matters", a newsletter intended to communicate with people involved in vocational education and training (VET). Areas of interest discussed in this issue include: VET in schools; the strategic link between training and employment; access and equity: diversify or die; launch of the guiding principles for the assessment and recognition of overseas skills and qualifications.

Keywords: South Australia; Vocational education; Vocational training; Periodical

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy.
Other sources: TAFE and other training institution libraries may hold this magazine

71

TD/SA 54.05

Hampton, Carol.

Learning in industry: who's doing the night shift?

IN: Open praxis: the bulletin of the international council for open and distance education. Vol. 1,1998, p. 14-18

This article highlights what the Onkaparinga Institute of TAFE is achieving by working with industry, both large and small businesses, to design work-based learning programs tailored for their employees. The benefits of customised training to industry, employees and the Institute are discussed. Case studies are provided of the different learning programs and the processes staff follow to ensure their programs are focused and relevant.

Keywords: South Australia; Vocational education; Vocational Training; Flexible delivery; Onkaparinga Institute of TAFE; Training employment relationship
ISSN: 1369-9997

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

72

TD/SA 54.06

Stanford, Brian.

Educating students for a global perspective.

Seminar for presidents of junior and community colleges: Honolulu, 6-8 June 1995.

1995. Unpublished. 19 p.

In this paper Brian Stanford, Director of Adelaide Institute of TAFE overviews the workplace and training reform occurring as a result of changing technology and globalisation. The impact of technology on both teachers and learners is discussed, with Stanford describing cooperative programs between Adelaide Institute of TAFE, Kapiolani College in Hawaii and Rio Salado College in Arizona.

Keywords: South Australia; Vocational education; Vocational training; Flexible delivery

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.

73

TD/SA 54.07

Stanford, Brian.

Country paper: Australia.

New training technologies for technical-vocational education: Manila, 3-7 July 1995

1995. Unpublished. 34 p.

In this paper Brian Stanford, Director of Adelaide Institute of TAFE overviews the workplace and training reforms occurring in Australia. The changing technological and economic environment is discussed in regard to the need for staff and students to develop new ways of teaching and learning. Case studies illustrate the uses of technology in primary, secondary and higher education and vocational education and training.

Keywords: Australia; Vocational education; Vocational training; Conference paper; Lifelong learning; Case study

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.

74

TD/SA 54.08

Strategic link between training and employment.

IN: VET matters: vocational education and training. Vol. 8, June 1998, p. 2-3

This article describes a successful small business training initiative in Adelaide's northern suburbs. It was developed by the Dept of Education, Training and Employment's Vocational Education and Training section, the Northern Adelaide Development Board (NADB) and the Regency Institute of TAFE (Salisbury Campus).

Keywords: South Australia; Vocational education; Vocational training; Training employment relationship; Small business

ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

Other sources: TAFE and other training institution libraries may hold this magazine

75

TD/SA 54.09

Vocational education and training in schools.

IN: Vet matters: vocational education and training. Vol. 8, June 1998, p. 4-5

VET in schools has expanded considerably in 1997. This article provides statistics illustrating the extent of growth.

Keywords: South Australia; Vocational education; Vocational training; School; Secondary school

ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy.

Other sources: TAFE and other training institution libraries may hold this magazine

76

TD/SA 54.10

Diversify or die?

IN: VET matters: vocational education and training. Vol. 8, June 1998, p. 10

This article argues that unless training providers effectively manage diversity they may not survive in the new global marketplace.

Keywords: South Australia; Vocational education; Vocational training; Cultural awareness; Educational opportunity

ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy.

Other sources: TAFE and other training institution libraries may hold this magazine

77

TD/SA 54.11

Launch of the guiding principles for the assessment and recognition of overseas skills and qualifications.

IN: Vet matters: vocational education and training. Vol. 8, June 1998, p. 11

This article reviews the launch of the Guiding principles for the assessment and recognition of overseas skills and qualifications. The document is intended to be a guide to cover a wide variety of occupations, and is compatible with existing frameworks and principles.

Keywords: South Australia; Vocational education; Vocational training; Recognition of prior learning; Equivalence of certificates; Occupational qualification; Skill certification; Overseas Qualifications Board

ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy.

Other sources: TAFE and other training institution libraries may hold this magazine

78

TD/SA 54.12

Stanford, Brian.

Vocational education and training in Australia.

UNEVOC Conference: Auckland, 2-9 April 1995.

1995. Unpublished. 21 p.

In this paper Brian Stanford, Director of Adelaide Institute of TAFE, reviews workplace and training reform and it's effects on organisation and policies in the VET sector. The impact of new technologies on learning is considered for both teachers and students.

Keywords: Australia; Vocational education; Vocational training; Lifelong learning; National Strategy for VET; Australian National Training Authority; Australian Vocational Training System; ANTA; AVTS

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.

79

TD/SA 54.13

Tooth, Terry.

Fifty years of resource development in vocational training in South Australia.

1998. Unpublished. 5 p.

In this paper Tooth reviews the development of the Centre for Applied Learning Systems (CALS). CALS was formed in 1988 after an amalgamation of a number of learning materials development and production operations from within VET. CALS continues to support education and training through development and production of training resources.

Keywords: South Australia; Vocational training; Centre for Applied Learning Systems; CALS; Educational technology; Production; Resource material; Teaching and training material; Vocational education

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy.

80

TD/SA 54.14

South Australia. Dept of Education, Training and Employment.

Guide to quality endorsement: book 3.

Adelaide: Dept of Education, Training and Employment, 1998. 55 p.

The Quality System for the SA VET Sector is founded on the model developed by the Australian Quality Council and incorporates the National Principles for Quality in VET. It also draws upon the experiences of other states and complements the quality system operating elsewhere in Australia. The Quality System offers a model for developing quality management and implementing quality assurance and continuous improvement processes, readily adapted to the size and nature of each training organisation. This Guide to Quality Endorsement is intended to introduce VET providers to the Quality System, without the need for prior knowledge or background in quality assurance. It explains all aspects of the Quality System, the process of implementation, and Quality Endorsement and what that entails. (OLEARN abstract)

This is the 3rd edition of a publication originally entitled A Guide to the Quality System for the SA VET Sector

Keywords: South Australia; Vocational education; Vocational training; Quality; Total quality management

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.

81

TD/SA 54.15

Golding, Barry.

Should we "let them eat TAFE"?

IN: Campus review. Vol. 8,(24), June 24-30, 1998, p. 8

In this article, the first of a series of three, Golding examines how to determine the size of the movement between TAFE and university sectors in Australia. Golding highlights the lack of, and inadequate, statistics in this area and his means of research. See also TD/SA 54.16 and TD/SA 54.17.

Keywords: Australia; TAFE; University; Student mobility

ISSN: 1037-043X

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy.

82

TD/SA 54.16

Golding, Barry.

Student choices straddle sectors.

IN: Campus review. Vol. 8,(25), July 1-7, 1998, p. 8

In this article, the second in a series of three, Golding summarises key findings from his research into the two-way movement of people between university and TAFE in Victoria. The many complex reasons why people move across sectors are considered. See other articles TD/SA 54.15 and TD/SA 54.17.

Keywords: Australia; TAFE; University; Student mobility

ISSN: 1037-034X

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy.

83

TD/SA 54.17

Golding, Barry.

Uni graduates reach for TAFE.

IN: Campus review Vol. 8,(24), July 8-14, 1998, p. 8

This is the third and final article of a series based on Golding's research on the two-way movement of students between TAFE and university sectors in Australia. Golding suggests some implications of his findings for national VET policies concluding that intra-sectoral research and policy may be the next frontier. See other articles TD/SA 54.15 and TD/SA 54.16.

Keywords: Australia; TAFE; University; Student mobility

ISSN: 1037-034X

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

84

TD/SA 54.18

ACTU-Lend Lease Foundation.

Mix match and make it.

South Australia: ACTU-Lend Lease Foundation, 1998. 4 p.

This brochure describes the project in progress Community engineering (see TPP/SA 54.01). The aim of this project is to enable Aboriginal people to sustain economic independence through a training and employment program. Trainees have the opportunity to gain and practice in their communities nationally accredited skills which equate directly to industry standards. Trainees work at construction, maintenance, repair and refurbishment of buildings in the Coorong. The project will enable an Aboriginal enterprise to employ Aboriginal people.

Keywords: South Australia; Vocational training; Aboriginal education; TPP/SA 54.01

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

85

TD/SA 54.19

Adelaide Institute of TAFE.

1997 annual report: Adelaide Institute of TAFE.

Adelaide: Adelaide Institute of TAFE, 1998. 1 CD-Rom.

This annual report for Adelaide Institute of TAFE highlights the Institute's training and teaching activities, educational support activities, delivery strategies, international activities, and the organisational and corporate services support.

Keywords: TAFE; South Australia; Vocational education; Vocational training; Annual report; Adelaide Institute of TAFE; CD ROM

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.

86

TD/SA 54.20
Australian National Training Authority. (ANTA)
Framing the future: overview.
Adelaide: ANTA, 1998. [9] p.

Framing the Future is a major staff development initiative of the Australian National Training Authority (ANTA), supporting people in the vocational education and training sector who are involved in the implementation of the National Training Framework. This overview describes the Framing the Future initiative, explains the staff development model, and introduces its key features.

Keywords: Staff development; Delivery system; Vocational education; Training; Flexible delivery; Workplace education; Access to information
ISBN: 0642365040

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

87

TD/SA 54.21
Field, Laurie.
Framing the future: evaluation 97.
[South Australia]: ANTA, 1998. 43 p.

Framing the Future is a major national staff development initiative funded by the Australian National Training Authority (ANTA) and managed by a project team from Para Institute of TAFE SA in conjunction with Canberra Institute of Technology. This document is the summative evaluation of the initiative, providing an overall assessment of how well the initiative met its objectives, and whether there had been any resulting beneficial staff development.

Keywords: Staff development; Delivery system; Vocational education; Training; Flexible delivery; Workplace education; Communication; World Wide Web
ISBN: 0730859894

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

TASMANIA

88

TD/TAS 54.01
Ball, Colin.
Creating a working future when five times three is sixteen.
IN:Rethinking work: re-inventing education conference, October 1996, Tasmanian Education Consortium.
[Hobart?] : The Consortium, 1996.

This paper consists of five segments, each focusing on a group of three things. Firstly the author focuses on three aspects of change - change in the workplace, labour market and change in society. Ball points out that twenty years ago we needed only one passport to work and this was the academic passport. We now also need the skills passport and the essential personal qualities passport. The first passport is about what we know, the second is about what we are able to do and the third is our ability to take action. There are three forms of action - institutional, collective and individual action. This leads to the three goals of competitiveness, caring and cohesiveness. The three paths to achieving these goals are curriculum opportunities, methodological opportunities and opportunities in the educational environment. The sum of these groups make up more than the fifteen parts because of the added value of practicing all of these aspects - "more than the some total of the parts" effect.

Keywords: Vocational education; Social change; Educational policy; Educational reform

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst Street, Hobart, Tasmania 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Photocopy.

89

TD/TAS 54.02
Scott, Ted.
Future of Work: a narrative of the pursuit of the future in the electricity industry in Queensland.
IN:Rethinking work: re-inventing education conference, October 1996., Tasmanian Educational Consortium.
[Hobart?] : The Consortium, 1996.

This paper is a description of the author's experiences in management in the electricity industry in Queensland. The processes of change that he initiated are explained and the issues connected with implementing these changes are examined. Change implemented at the Stanwell power station in Central Queensland allowed for staffing at half the level of comparable power stations elsewhere in Australia. Management received an Australian Best Practice award and an international award from McGraw Hill Publications for innovative culture and use of technology. Participation of the workers in the change process was a central tenet of the process and allowed for greater worker commitment and less disagreement from unions. A major plank of the industrial agreement was competency based progression which allowed for far greater flexibility. The four principle drivers of productivity were technology, competence, organisation and employee commitment. The author concludes that the future of work will involve change in roles, employers, industries and working arrangements. The focus of educators should be on the need for personal autonomy and life-long learning in any future workforce.

Keywords: Social change; Vocational education; Management; Future

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst Street, Hobart, Tasmania 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Photocopy.

90

TD/TAS 54.03
Frost, Mike.
Modern Australian Apprenticeship and Traineeship system: an outline.
IN:Rethinking work: Re-inventing education conference, October 1996. Tasmanian Educational Consortium.
[Hobart?] : The Consortium, 1996.

This paper outlines the Modern Australian Apprenticeship and Traineeship System (MAATS). The reasons for introducing MAATS are discussed. The structure is outlined and the impact of MAATS on schools is examined. The conclusion addresses some issues of concern about MAATS.

Keywords: Vocational education; Apprenticeship; Vocational training

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst Street, Hobart, Tasmania 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Photocopy.

91

TD/TAS 54.04
Dunn, Colin.
Schools in 2010: some predictions.
IN:Rethinking work: re-inventing education conference, October 1996. Tasmanian Educational Consortium.
[Hobart?] : The Consortium, 1996.

The author spoke to a handout which illustrated a possible portfolio extract for a student in 2010. He talked about: increasing the responsibility on young people for planning for and managing their own learning; assisting young people understand the competencies and attributes they were learning through activities; teachers learning to be facilitators; and developing a constructive dialogue between school and work.

Keywords: School; Vocational education; Future; Vocational training

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst Street, Hobart, Tasmania 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Photocopy.

92

TD/TAS 54.05
Falk, Ian; Harrison, Lesley.
University of Tasmania. Faculty of Education. Centre for Research and Learning in Regional Australia. (CRLRA) Launceston.
Indicators of social capital: social capital as the product of local interactive learning processes.
Launceston: University of Tasmania, 1998. 18 p.
(CRLRA discussion paper series, B1)

Social capital is defined as the networks, norms and trust which constitute the resources required for individuals, workplaces, groups, organisations and communities to strive for sustainable futures in a changing socio-economic environment. This paper is an Australian pilot study whose purpose is to derive tentative indicators of social capital through a grounded theory approach, which in turn allows for subsequent refinement and testing. The study consists of an intensively analysed whole-community case study. The assumptions and issues considered in the project's development are explained, and the matter of definition, literature and possible uses of social capital are also discussed. The complex conceptual, definitional and methodological matters for the project are operationalised through the research question which is: "What is the nature of the interactive productivity between the local networks in a community?" Through answering this question, the research begins to address an area for inquiry which is both under-researched and in which there is a great deal of uncertainty.

Keywords: Research; Futures studies; Social change; Social economy; Social environment; Community resources; Nonformal education

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst Street, Hobart, Tasmania 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Photocopy.

93

TD/TAS 54.06
Kilpatrick, Sue; Bell, Rowena; Falk, Ian.
University of Tasmania. Centre for Research and Learning in Regional Australia. (CRLRA) Launceston.
Groups of groups: the role of group learning in building social capital.
Launceston: University of Tasmania, 1998. 12 p.
(CRLRA discussion paper series, B2)

The Centre for Research and Learning in Regional Australia (CRLRA) is investigating the elements of social capital and developing a set of indicators that show that social capital is building. The indicators can be used where groups or organisations with a shared purpose engage in productive interactions which benefit not only the individual member groups, but the 'learning community' as a whole. The intention is that the indicators will be applicable to geographic communities, professional or common interest communities, such as professional associations, and groups of businesses such as Executive Link, the subject of this paper.

Executive Link consists of farm businesses which meet for nonformal training in several Chapters in eastern Australia. Each Chapter consists of a number of Boards made up of around six farm businesses and their owner/managers who share their business management expertise. Executive Link appears to have features of a learning community, including a shared purpose, and learning interactions across the boundaries of individual member businesses, Boards and Chapters.

Keywords: Community; Vocational training; Rural sociology; Agricultural education; Nonformal education

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst Street, Hobart, Tasmania 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Photocopy.

94

TD/TAS 54.07
Falk, Ian.
University of Tasmania. Faculty of Education. Centre for Research and Learning in Regional Australia. (CRLRA) Launceston.
Learning community.
Launceston: University of Tasmania, 1998. 7 p.
(CRLRA reprint series, A1)

This article focuses on the regional nodule of a 'community' in order to expand the basis for using understandings about the nature of learning principles and practice to bring about change for sustainability in regional areas. More, it teases out possible components of what it might mean to create a 'learning community' as a possible alternative to, or to supplement, traditional indicators of well-being such as 'unemployment'.

Keywords: Community; Learning process; Vocational education; Rural economy; Rural sociology

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst Street, Hobart, Tasmania 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Photocopy.

95

TD/TAS 54.08
Kilpatrick, Sue.
University of Tasmania. Faculty of Education. Centre for Research and Learning in Regional Australia. (CRLRA)
Is there a boundary between formal and nonformal education?: the impact of formal and nonformal education on community learning.
Launceston: University of Tasmania, 1998. 10 p.
(CRLRA reprint series, A3)

How do educational programmes impact on participants' knowledge, values and behaviour? This paper considers three programmes for small business which cross the boundary between formal and nonformal education. It is argued that 'community learning' is the necessary link between small learning organisations and a learning society. It concludes that education which encourages interactive learning promotes community learning.

Keywords: Small business; Educational programme; Learning process; Nonformal education

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst Street, Hobart, Tasmania 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Photocopy.

96

TD/TAS 54.09
Falk, Ian.
University of Tasmania. Faculty of Education. Centre for Research and Learning. (CRLRA)
Convergence of vocational and adult education in learning communities.
Launceston: University of Tasmania, 1998. 15 p.
(CRLRA reprint paper series, A4)

The author asks the question: What is vocational education and training (VET) for? He posits that the answer to the question is that vocational education and training "serve industry". Using Australia as a specific example a Western country, the paper argues that the entrenched meanings for VET as serving industry have disenfranchised a large proportion of the population - especially small business and the rural sector. The paper points out that the resulting version of VET is gendered, classed and urban-specific. This structurally entrenched position is then contrasted with data reported from empirical studies currently examining the nature of vocations and work at a community level and the manner in which they are created there. The paper raises three important implications: the convergence of Adult and Community Education with VET, learning pathways and the effects on small business.

Keywords: Vocational education; Small business; Rural industry; Adult education; Community

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst Street, Hobart, Tasmania 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Photocopy.

97

TD/TAS 54.10
Ryan, Keith.
Tasmanian Employment Advisory Council. (TEAC)
Call centres: labour availability in Northern Tasmania.
[Launceston?]: The Council, 1997. 12p.
(TEAC occasional paper, 97/2)

In the Premier's Direction Statement and the 1997 Budget, the Tasmanian Government made a firm commitment towards the adoption of information technology in Tasmania. An important component of this push for information technology was the attraction of call centres to the state. A call centre can be defined as a central location where one or more telephone operators provide the services of a particular organisation over the telephone. Call centres can either receive calls from customers (people ringing to reserve airline tickets), or make phone calls (research organisations undertaking surveys). Call centres by their nature are very labour intensive. Therefore, a major concern for potential call centre operators looking to establish in the State is whether Tasmania has a pool of labour ready to work in call centres with minimal training. This report is divided into four sections. The first section looks at the labour market statistics for the region, the second section looks at the education and training that is occurring in the region. The third section addresses the issue of foreign languages and the fourth section uses Ansett Australia and Centrelink as case studies to illustrate the suitability of Northern Tasmania as a call centre destination.

Keywords: Vocational education; Tasmania; Labour market; Information technology; Statistics

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst Street, Hobart, Tasmania 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan.

98

TD/TAS 54.11

Tasmanian State Training Authority. (TASTA)

1998 Tasmanian vocational education and training plan.

Hobart: TASTA, 1997. 59 p.

The 1998 Tasmanian Vocational Education and Training plan documents Tasmania's response to annual national priorities for 1998 determined by the ANTA Ministerial Council. The plan specifies outcomes relating to areas such as: implementation of New Apprenticeships including user choice; expansion of market mechanisms; implementation of the National Training Framework; and provision of greater opportunities and outcomes for under-represented groups. The 1998 VET Plan has been developed within the context of current Tasmanian Government priorities and strategic directions. These include the Tasmanian Budget Statement, the Premier's Directions Statement of April 1997, and the Review of TAFE and Adult Education (TD/TAS 50.04). The Tasmanian Government has indicated that several key areas should receive priority, including: dairying and dairy processing; vegetable growing and processing; the apple industry and other high value agriculture; aquaculture and marine farming; tree farming; wood processing and paper production; service industries based on information technology and information processing; specialist manufacturing; and tourism. The establishment of priorities was also informed by analysis of industry vocational education and training plans submitted by industry training advisory boards.

Keywords: Training policy; Corporate planning; Tasmania; Vocational training; Tasmanian State Training Authority

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst Street, Hobart, Tasmania 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan.

99

TD/TAS 54.12

Shelley, Pauline.

Tasmanian Community, Property and Health Services Industry Training Advisory Board. (TasCP&HSITAB)

Child care in-service training needs analysis: Tasmania 1996-1998.

Hobart: The Board, 1995. 12 p.

The aims of the project were to: prepare a detailed training plan, via comprehensive regional consultations, which identifies the total training needs of the staff and management units of all Federally funded child care service types throughout Tasmania for the calendar years 1996-1998; to prioritise the needs on a regional basis; to codify and express in detail the full, expressed training needs of the identified client groups; to identify the methods of analytical and consultative methodology; to conduct the consultations at times appropriate to the needs of the industry groups. Some of the results were that legal issues were a priority for most workers. Staff relations also emerged as a high priority area. Financial management, self care and occupational health and safety were also identified as emerging issues.

Keywords: Tasmania; Child care; Vocational education; Training needs analysis

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst Street, Hobart, Tasmania 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Photocopy.

100

TD/TAS 54.13

Anderson, Clair.

Tasmania. Dept of Vocational Education and Training. (DVET)

Restructuring Aboriginal training programs North-West Region: a report on the implementation of a strategy and future recommendations to improve access to training services for Aboriginal communities in Tasmania.

[Hobart?]: Department of Vocational Education and Training, 1997. 19 p.

This project addresses the issue of improving access to training services for Aboriginal communities in Tasmania by implementing a trial strategy in the North-West Region. The issue this work-based project addressed was how to get the Aboriginal Adult Education and TAFE Access officers in the North-West Region to work as a team to deliver a more effective and efficient service. The aims of the project were: to explore options to improve teamwork and service delivery in the North-West Regional Aboriginal Training Program; to implement recommended option/s (changed working arrangement) for a trial period; to review and evaluate changed work arrangement/s after trial to provide recommendations for incorporation into the 1997-99 operational plan. Following the success of the North-West pilot it was recommended that the strategy be pursued on a statewide basis.

Keywords: Tasmania; Aboriginal education; Planning; TAFE; Adult education; Access to education

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst Street, Hobart, Tasmania 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan.

101

TD/TAS 54.14

Tasmania. Dept of Education, Training, Community and Cultural Development. Office of Vocational Education and Training. (OVET)

Tasmanian implementation plan for women in vocational education and training: a plan for the State implementation of the national women's vocational education and training strategy.

Hobart: OVET, 1998. 20 p.

This publication provides a framework for action to achieve the outcomes listed in the National women's education and training strategy (TD/ANTA 47.01). The Tasmanian implementation plan for women in Vocational Education and Training is made up of three parts: 1. the national context, which discusses the National Women's Education and Training Strategy including changes and barriers to women's participation in vocational education and training; 2. the Tasmanian context, which looks at Tasmanian participation rates of women in vocational education and training and Tasmania's approach to the National Strategy; 3. the Tasmanian implementation plan which focuses on the following areas: a) continuous improvement measures; b) training and staff development; c) competency standards development, curriculum and delivery; d) pathway planning; e) balanced representation; f) promotion; and g) research. The implementation plan aims at using existing links and networks within the vocational education and training system in Tasmania to facilitate the successful implementation of the proposed strategies.

Keywords: Tasmania; Vocational education; Access to education; Womens education; Policy formation
ISBN: 0724648089

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst Street, Hobart, Tasmania 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan.

NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH

102

TD/TNC 54.01
Robinson, Chris (Managing Ed.); Stevenson, John. (Ed.)
Australian and New Zealand journal of vocational education research, volume 6, number 1, 1998.
Adelaide: NCVER, 1998. 106 p.

The Australian & New Zealand journal of vocational education research is published twice per year by the National Centre for Vocational Education Research (NCVER). It aims to provide articles which advance our knowledge and understanding of vocational education and training (VET). The journal focuses on current or recently completed research, and reviews research in areas of topical interest. It contains book reviews, details of forthcoming events, reports of workshops and letters to the editor. It is intended to serve the interests of vocational educators, researchers and administrators.

In this issue the five papers cover transfer and social practice; a study of the first semester of a teacher preparation degree in adult and vocational teaching; shifting the focus from 'training' to 'learning' using the case of Australian small business; performance assessment in VET; and the critical thinking skills of vocational teachers. Individual papers are indexed from TD/TNC 54.12 to TD/TNC 54.16.

Keywords: Vocational education; Vocational training; Educational research; Research report; Periodical; Australia; New Zealand

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211. Subscription: 2 issues for $50.00 ($72.00 overseas).
Other sources: TAFE and other training institution libraries may hold this periodical

103

TD/TNC 54.02
National Centre for Vocational Education Research. (NCVER)
Research at a glance: small business and vocational education and training.
Adelaide: NCVER, 1998. 8 p.
(Research at a glance)

This issue in the 'Research at a glance' series explores the findings and outcomes of research in vocational education and training (VET) as it relates to small business and its attitudes to training, training needs and paths to involvement in training.

Keywords: Research; Vocational education; Training; Small business; Policy formation
ISBN: 0873974646

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211. Free of charge.

104

TD/TNC 54.03
National Centre for Vocational Education Research. (NCVER)
Australian vocational education and training statistics 1996: women at a glance.
Adelaide: NCVER, 1998. 8 p.

This publication presents summary information about women who undertook publicly-funded vocational education and training in Australia in 1996. The information is based on data collected under the Australian Vocational Education and Training Management Information and Statistical Standard (AVETMISS).

Related publications are: Australian vocational education and training statistics 1997: at a glance (TD/TNC 54.05); Australian vocational education and training statistics 1997: in detail (TD/TNC 54.09); Australian vocational education and training statistics 1997: financial data (TD/TNC 54.31); Australian vocational education and training statistics 1996: young people at a glance (TD/TNC 54.04); and Australian vocational education and training statistics 1997: an overview (TD/TNC 54.06).

Keywords: Statistics; Statistical data; Data collecting; Data analysis; Women; Participation; Training participation rate; Australian Vocational Education and Training Management Information Statistical Standard; AVETMISS; National project; ANTA funded project
ISBN: 0873974670

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 272 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211. Free of charge.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

105

TD/TNC 54.04
National Centre for Vocational Education Research. (NCVER)
Australian vocational education and training statistics 1996: young people at a glance.
Adelaide: NCVER, 1998. 8 p.

This publication presents summary information about young people (15 to 24-year-olds) who undertook publicly-funded vocational education and training in Australia in 1996. The information is based on data collected under the Australian Vocational Education and Training Management Information and Statistical Standard (AVETMISS).

Related publications are: Australian vocational education and training statistics 1997: at a glance (TD/TNC 54.05); Australian vocational education and training statistics 1997: in detail (TD/TNC 54.09); Australian vocational education and training statistics 1997: financial data (TD/TNC 54.31); Australian vocational education and training statistics 1997: an overview (TD/TNC 54.06); and Australian vocational education and training statistics 1996: women at a glance (TD/TNC 54.03).

Keywords: Statistics; Statistical data; Data collecting; Data analysis; Youth; Participation; Training participation rate; Australian Vocational Education and Training Management Information Statistical Standard; AVETMISS; National project; ANTA funded project
ISBN: 0873974689

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 272 Kensington Road, Leabrook SA 5068. Ph. +61 8 8333 8416; Fax: +61 8 8331 9211. Free of charge.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

106

TD/TNC 54.05
National Centre for Vocational Education Research. (NCVER)
Australian vocational education and training statistics 1997: at a glance.
Adelaide: NCVER, 1998. 8 p.

This publication presents summary information about the publicly-funded vocational education and training sector in Australia in 1996. The information is based on data collected under the Australian Vocational Education and Training Management Information and Statistical Standard (AVETMISS).

Related publications are: Australian vocational education and training statistics 1997: an overview (TD/TNC 54.06); Australian vocational education and training statistics 1997: in detail (TD/TNC 54.09); Australian vocational education and training statistics 1997: financial data (TD/TNC 54.31); Australian vocational education and training statistics 1996: young people at a glance (TD/TNC 54.04); and Australian vocational education and training statistics 1996: women at a glance (TD/TNC 54.03).

Keywords: Statistical data; Data collecting; Data analysis; Statistics; Training participation rate; Australian Vocational Education and Training Management Information Statistical Standard; AVETMISS; ANTA funded project

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 272 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211. Free of charge.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

107

TD/TNC 54.06
National Centre for Vocational Education Research. (NCVER)
Australian vocational education and training statistics 1997: an overview.
Adelaide: NCVER, 1998. 31 p.

This publication presents some of the highlights of publicly-funded vocational education and training (VET) activity in 1997. Figures are presented for Australia and for each State and Territory and demonstrate that the basic trend in VET for 1997 was one of continued growth, in both client numbers, hours of training, and government spending on VET.

Related publications are: Australian vocational education and training statistics 1997: at a glance (TD/TNC 54.05); Australian vocational education and training statistics 1997: in detail (TD/TNC 54.09); Australian vocational education and training statistics 1997: financial data (TD/TNC 54.31); Australian vocational education and training statistics 1996: young people at a glance (TD/TNC 54.04); and Australian vocational education and training statistics 1996: women at a glance (TD/TNC 54.03).

Keywords: Statistics; Statistical data; Data collecting; Data analysis; Australian Vocational Education and Training Management Information Statistical Standard; AVETMISS; Training participation rate; ANTA funded project
ISSN: 1329-0819

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 272 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211. Cost: $10.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

108

TD/TNC 54.07
Werner, Mark C.
Issues regarding higher education graduates in vocational education and training.
Adelaide: NCVER, 1998. 96 p.

The number of higher education graduates who enrol in vocational education and training (VET) courses is on the increase. Awareness of the number of university graduates enrolling in South Australian TAFE courses led the South Australian Dept of Employment, Training and Education (SA DETE) to commission this project to investigate formally the extent to which higher education graduates participate in TAFE, the reasons why they do so, and how appropriate they find TAFE courses to their needs. As well, information reported in this study shows that a similar number of people who have not completed their university studies transfer from university to a TAFE or other VET provider each year.

Keywords: Higher education; Vocational education; Training; TAFE; University graduate; Graduate student; Articulation; Survey; Policy formation
ISBN: 0873974697

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211. Cost $25.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

109

TD/TNC 54.08
Smith, Erica; Keating, Jack.
Making sense of training reform and competency based training.
Wentworth Falls, NSW: Social Science Press, 1997. iv, 216 p.

This book, suitable for student vocational education and training (VET) teachers, students studying for Human Resources Development (HRD) degrees and in workplace trainer courses, and for VET practitioners in colleges and industry, explains and comments on recent developments in VET in Australia. Changes to the VET system in the past decade have been widespread and pervasive, including changes to the training market, the introduction of new qualifications, and the adoption of competency based training (CBT) as the preferred method of course delivery. This book explains and critiques training reform and CBT, commenting on the debates which have been taking place around these issues.

Keywords: Training market; Competency based training; CBT; Vocational education; Training; Teacher; Trainer; College; Industry; Qualifications; Delivery system
ISBN: 1876033193

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

110

TD/TNC 54.09
National Centre for Vocational Education Research. (NCVER)
Australian vocational education and training statistics 1997: in detail.
Adelaide: NCVER, 1998. 182 p.

This publication is accompanied by a CD-ROM which combines the data from this publication and the data contained in "Australian vocational education and training statistics 1997: at a glance" (TD/TNC 54.05). These statistics reflect the diversity of the Australian vocational education and training (VET) system at the client, provider, and program levels. Data collection is underpinned by the Australian Vocational Education and Training Management Information and Statistical Standard (AVETMISS), which facilitates nationally comparable data and includes a range of data items relevant to the VET system.

Included are the personal characteristics and educational backgrounds of clients, public and private training providers, funding of training, and enrolments by vocational as well as by personal enrichment programs. Data breakdowns by state and territory are given.

Other publications in this series are: 'Australian vocational education and training statistics 1997: an overview.' (TD/TNC 54.06); 'Australian vocational education and training statistics 1997: at a glance.' (TD/TNC 54.05); 'Australian vocational education and training statistics 1997: financial data.' (TD/TNC 54.31).

This is an ANTA national project.

Appended: technical notes, glossary, training organisations, training provider locations, 1997 national financial data, classifications, other collected data.

Also available, in combination with Australian vocational education and training statistics 1996: at a glance, in CD-ROM format

Keywords: Statistics; Statistical data; Data collecting; Training participation rate; Educational background; Australian Vocational Education and Training Management Information Statistical Standard; AVETMISS; National project; ANTA funded project
ISSN: 1329-0800

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211. Cost: $20. CD-ROM cost: $20.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

111

TD/TNC 54.10
Boud, David. (Ed.)
Current research and new agendas in workplace learning.
Adelaide: NCVER, 1998. vii, 154 p.

This book focuses on what is known about workplace learning, and is about understanding the complex field of learning at work and in settings related to employment. It seeks to draw together what is known about research on workplace learning in ways that are helpful to researchers, practitioners and policy makers; it focuses on the needed research agenda in this area and aims to generate discussion about directions for development of workplace learning and the research associated with it.

Papers included in the book are: 'A new focus on workplace learning research.' - David Boud; 'Fusing learning and work: changing conceptions of workplace learning.' - Philip Candy and Judy Matthews; 'Understanding workplace learning: general perspectives.' - Paul Hager; 'Understanding workplace learning: emerging discourses and conditions of possibility.' - Stephen Billett; 'Management learning: research survey.' - David Beckett; 'Equity and workplace learning: emerging discourses and conditions of possibility.' - Elaine Butler; 'The assessment of learning.' - Russell Docking; 'The costs and benefits of training and assessment.' - Rod McDonald; 'More strategic, more critical, more evaluative: perspectives on research into workplace learning and assessment.' - David Boud, John Freeland, Geof Hawke and Rod McDonald.

Keywords: Research; Workplace education; Learning; Training; Assessment; Organisation; Employment; Vocational education; Educational institution
ISBN: 0873974700

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211.

112

TD/TNC 54.11
National Centre for Vocational Education Research. (NCVER)

TAFE graduate destination survey 1997: report on pilot survey graduates with overseas addresses: October 1997.

Adelaide: NCVER, 1998. iii, 47 p. + appendices

This report is the result of a pilot survey conducted concurrently with the TAFE Graduate Destination Survey, 1997. The pilot aimed to test the feasibility of extending the scope of future graduate destination surveys to include graduates whose contact addresses are overseas. It should be noted that this was not a pilot survey of overseas students who graduated in 1996 but rather a survey of graduates who had an overseas contact address recorded on the mailing lists supplied by the Institutes.

The survey was conducted by Reark Research on behalf of the National Centre for Vocational Education Research (NCVER) for the National Advisory Committee on Vocational Education and Training Statistics (NACVETS). The survey was funded by the Australian National Training Authority (ANTA), and involved sending a questionnaire to 618 graduates who had overseas contact addresses. Of these, 217 responded, a response rate of 35.1 percent.

A detailed description of the 1997 survey methodology, a glossary and fieldwork materials (including the questionnaire) are contained as appendices to this report.

Keywords: Questionnaire; Survey; TAFE; Foreign student; Graduate; Employment; Graduate Destination Survey; GDS; Reark Research; National Centre for Vocational Education Research; NCVER; National Advisory Committee on Vocational Education and Training Statistics; NACVETS; Australian National Training Authority; ANTA

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

113

TD/TNC 54.12
Billett, Stephen.

Transfer and social practice.

IN: Australian and New Zealand journal of vocational education research. Vol. 6,(1), 1998, p. 1-25
Adelaide: NCVER, 1998.

This paper examines knowledge transfer from cognitive and socio-cultural perspectives. The author contends that transfer is the process of disembedding knowledge from one situation and transforming it to have utility in another, which includes finding analogies which ease transfer. It is proposed that vocational knowledge has its genesis in different levels of social development, each with its own characteristics and potential for transfer. The paper concludes by discussing approaches to instruction for maximising transfer across settings and circumstances, which emphasise the need to embed and disembed knowledge as well as seeking to construct analogous opportunities for transfer.

Keywords: Learning; Training; Transfer of training; Transferable skill; Knowledge level; Workplace; Classroom
ISSN: 1039-4001

AVAILABLE FROM: Orders Dept, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Subscription: 2 issues for $50.00 ($72.00 overseas).
Other sources: TAFE and other training institution libraries may hold this periodical

114

TD/TNC 54.13
Carnell, David; Funnell, Robert.

Ritual career and identity change: a study of the first semester of a teacher preparation degree in adult and vocational teaching.

IN: Australian and New Zealand journal of vocational education research. Vol. 6,(1), 1998, p. 26-48
Adelaide: NCVER, 1998.

This paper is concerned with the part that the university, as an institution, plays in the transition from worker to student by adults receiving direct entry. While these students differ from other adults and school leavers who are prepared for university, some generalisations can be made from their experience about the process through which newcomers become students.

Keywords: Worker; University; Student; Adult education; Adult student; Vocational education; Vocational teacher
ISSN: 1039-4001

AVAILABLE FROM: Orders Dept, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Subscription: 2 issues for $50.00 ($72.00 overseas).
Other sources: TAFE and other training institution libraries may hold this periodical

115

TD/TNC 54.14
Field, Laurie.

Shifting the focus from 'training' to 'learning': the case of Australian small business.

IN: Australian and New Zealand journal of vocational education research. Vol. 6,(1), 1998, p. 49-68
Adelaide: NCVER, 1998.

This paper examines the perceived difference between 'training' and 'learning', arguing that the distinction is more than just a matter of semantics. It further contends that in Australian government vocational education and training (VET) policy, programme initiatives and research funding, a disproportionate emphasis continues to be given to training at the expense of learning. Drawing on a series of eight case studies of training and learning within small business, the paper attempts to reconceptualise the traditional training-dominated view in a way that allows a more holistic view of how skills and knowledge are acquired within the workplace.

Keywords: Training; Learning; Small business; Delivery system; Vocational education; Vocational training; Government policy; Educational policy; Research; Case study; Skill; Workplace education
ISSN: 1039-4001

AVAILABLE FROM: Orders Dept, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Subscription: 2 issues for $50.00 ($72.00 overseas).
Other sources: TAFE and other training institution libraries may hold this periodical

116

TD/TNC 54.15
Hayton, Geoff; Wagner, Zita M.

Performance assessment in vocational education and training.

IN: Australian and New Zealand journal of vocational education research. Vol. 6,(1), 1998, p. 69-85
Adelaide: NCVER, 1998.

Performance assessment and some of its important attributes in the vocational education and training (VET) setting are described in this paper. It is asserted that the widespread introduction of competency based education, training and assessment in recent years has reinforced the use of performance assessment. Examples of performance assessment in VET are examined to illustrate some of the important attributes of performance assessment, followed by a discussion of some of the key issues including validity, reliability, costs and consequences of assessment. It is argued that performance assessment is a very useful tool in VET, and may not need to satisfy the criteria of paper and pencil tests.

Keywords: Assessment; Performance appraisal; Vocational education; Vocational training; Competency based training
ISSN: 1039-4001

AVAILABLE FROM: Orders Dept, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Subscription: 2 issues for $50.00 ($72.00 overseas).
Other sources: TAFE and other training institution libraries may hold this periodical

117

TD/TNC 54.16
Pithers, Robert.

Vocational teachers' critical thinking skills.

IN: Australian and New Zealand journal of vocational education research. Vol. 6,(1), 1998, p. 86-99
Adelaide: NCVER, 1998.

Critical thinking is seen to be a generic, transferable entity and an important outcome of most further education and workplace training courses currently available. This study investigates the critical thinking skills and interests of a group of Australian vocational teachers and trainers, using the recently developed Critical Reasoning Test (CRT). Teacher's mean CRT scores were found to be only at or below the 'average' levels of other professional non-teacher normative samples. No significant between-group CRT mean differences were found for year of course, graduate/non-graduate, age or gender. It is concluded that the effective teaching-learning of the skills and dispositions underlying critical thinking may not be progressing well in at least some areas of tertiary education.

Keywords: Vocational teacher; Critical thinking; Skill; Further education; Workplace education; Critical Reasoning Test; CRT
ISSN: 1039-4001

AVAILABLE FROM: Orders Dept, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Subscription: 2 issues for $50.00 ($72.00 overseas).
Other sources: TAFE and other training institution libraries may hold this periodical

118

TD/TNC 54.17
Kinnaird, Bob.

Report to the Communications ITAB (NSW): VET data analysis.

Adelaide: NCVER, 1998. x, 30 p.

The New South Wales Communications Industry Training Advisory Board (ITAB) commissioned the National Centre for Vocational Education Research (NCVER) to prepare a report on TAFE graduates from courses in three of the areas covered by the ITAB: information technology, telecommunications and printing. The key issue was to assess the effectiveness of current courses, especially in information technology. A second aim was to develop the database for future planning by the ITAB. Key conclusions are offered, and areas for further study highlighted.

Keywords: Vocational education; Training; Research; TAFE; Information technology; Telecommunication; Printing; Communications industry
ISBN: 0873974719

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

119

TD/TNC 54.18
National Wholesale Retail and Personal Services Industry Training Council. (National WRAPS)
National retail training package
Melbourne: Australian Training Products, 1998.
Ring binder, various pagings

In 1996 the Ministers of Vocational Education and Training endorsed the major features of a National Training Framework (NTF), designed to make the regulation of Australia's national training arrangements simpler and more flexible. Training packages, one of the major features of the NTF, integrate nationally available training products including nationally recognised and endorsed competency standards, assessment guidelines and qualifications. These endorsed components of training packages are complemented by the development of optional learning strategies, assessment tools and professional development materials which form the non-endorsed components of training packages. This document is the revised edition of the training package produced for the National Wholesale Retail and Personal Services Industry Training Council and contains three major sections: qualifications; assessment guidelines; and competency standards.

Keywords: Training package; Qualifications; Competency standard; Assessment; Manual; Service sector; Retail trade

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

120

TD/TNC 54.19
Transport and Distribution Training Australia.
Transport and distribution training package.
Melbourne: Australian Training Products, 1998. 3 ring binders, 2 booklets, various pagings

In 1996 the Ministers of Vocational Education and Training endorsed the major features of a National Training Framework (NTF), designed to make the regulation of Australia's national training arrangements simpler and more flexible. Training packages, one of the major features of the NTF, integrate nationally available training products including nationally recognised and endorsed competency standards, assessment guidelines and qualifications. These endorsed components of training packages are complemented by the development of optional learning strategies, assessment tools and professional development materials which form the non-endorsed components of training packages. This collection of material, the training package produced for Transport and Distribution Training Australia, comprises three ring binders: road transport, warehousing and stevedoring; and two booklets: a users guide, and assessment guidelines. It is designed to help companies and training organisations produce a flexible and nationally consistent workforce for the transport and distribution industry.

Keywords: Training package; Qualifications; Competency standard; Assessment; Manual; Transport; Railway transport; Road transport; Transport worker; Air transport worker; Distribution

AVAILABLE FROM: Transport and Distribution Training Australia, Level 1, 351 William Street, West Melbourne, Vic 3003. Ph: +61 3 9320 4242; Fax: +61 3 9320 4243. Cost: $165.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

121

TD/TNC 54.20
National Meat Industry Training Advisory Council.
National training package: Australian meat industry.
Melbourne: Australian Training Products, 1998.
2 ring binders, 1 booklet, various pagings

In 1996 the Ministers of Vocational Education and Training endorsed the major features of a National Training Framework (NTF), designed to make the regulation of Australia's national training arrangements simpler and more flexible. Training packages, one of the major features of the NTF, integrate nationally available training products including nationally recognised and endorsed competency standards, assessment guidelines and qualifications. These endorsed components of training packages are complemented by the development of optional learning strategies, assessment tools and professional development materials which form the non-endorsed components of training packages. This training package, produced for the National Meat Industry Training Advisory Council, comprises two ring binders containing competency standards and one booklet containing assessment guidelines.

Keywords: Training package; Qualifications; Competency standard; Assessment; Manual; Meat industry

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

122

TD/TNC 54.21
Australia. Senate Employment, Education and Training Legislation Committee.
Consideration of legislation referred to the Committee: Vocational Education and Training Funding Amendment Bill 1997.
Canberra: Senate Employment, Education and Training Legislation Committee, 1997. vi, 45 p.

In June 1997 the Senate referred the Vocational Education and Training Funding Amendment Bill 1997 to the Senate Employment, Education and Training Legislation Committee for enquiry and report. The Committee received 11 submissions and conducted a public hearing. This document is a report of the deliberations and conclusions arising from the work of the Committee including drawing in the evidence from submissions and witnesses. There is also a dissenting report by some members of the Committee. A list of submissions and witnesses appears in the Appendix to this report.

Keywords: Legislation; Vocational education; Training; Fund; Australian National Training Authority; ANTA
ISSN: 1326-9313

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

123

TD/TNC 54.22
Hase, Stewart; Malloch, Margaret; Cairns, Leonard.

Capable organisations: the implications for vocational education and training.

[Adelaide]: NCVER for the Australian National Training Authority, 1998.57 p

This is the report of a research project (TPP / ANTA 49.15) designed and carried out to examine the question: what is existing best practice in the development of Capability in Australian organisations? A three stage process was used. The first stage was an extensive literature review. The second stage involved case studies of Australian organisations including semi-structured, face-to-face interviews with 79 staff in 10 different organisations. The third stage involved an extensive Search Conference which examined the implications of various findings particularly for the vocational education and training sector.

Keywords: Training programme; National project; Organisational change; Training market; Workplace education; Skill development; Competence; On-the-job training; Best practice

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

124

TD/TNC 54.23
Nevard, Jennifer.

Preparing women leaders and managers for 2010.

Fremantle W.A.: South Metropolitan College of Technical and Further Education, 1998. ix, 136 p.

This report represents the findings from an Australian National Training Authority (ANTA) funded enquiry into women's place as leaders and managers in Australia, in preparation for the twenty-first century. Following from some of the work done for the Karpin report, this project undertook: (1) an exploration of the existing literature from 1990 to the present, relating to the role gender plays in training and selection processes for leaders and managers; (2) to identify the cultural construction of successful female executives and managers based on the personal views of women leaders and managers in Australia and overseas; and (3) to gather observations from women in senior, middle and frontline or supervisory positions and from large, medium and small businesses and to contextualise findings. Many of the observations relate to women and men who seek positions of power in business and the community. The recommendations are clustered round themes of globalisation, social responsibility, and reconceiving roles for managers and leaders.

Keywords: Women; Leadership; Manager; Management; Training; Literature review

AVAILABLE FROM: Jennifer Nevard, Co-ordinator, Research and Development Unit, South Metropolitan College of Technical and Further Education, Fremantle Campus, Grosvenor Street, Beaconsfield, Western Australia 6162. . Ph: +61 8 9239 8124; Email: nevarj@smc_maritime.training.wa.gov.au
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

125

TD/TNC 54.24
South Australia. Student Services Committee.

Supporting workplace learners.

Adelaide: Student Services Committee, 1997. 104 p.
(Make training work)

With the growth of workplace-based training, support for learners at the workplace has become an issue worth examining. This study, funded by the Australian National Training Authority (ANTA), examined the support needs of learners undertaking accredited training in the workplace including at on- and off-site training facilities and at the learner's own work station. The study showed that support for learners is becoming more important in progressive organisations in the manufacturing sector where training is used to improve productivity, and support is most commonly seen in economic terms rather than in the context of equity. It was determined that the main barriers to providing support are time and resources, as it is still seen generally as an 'add-on' activity rather than as an integral part of good practice in supervision, training and learning. The case studies helped to develop a model of good practice. Some performance indicators which could be used to measure the provision of learner support are offered, and the study offers recommendations intended to increase effective participation in accredited workplace training through improved support for learners.

Keywords: Vocational education; Training; TAFE; Learning support; Services; Workplace education; Accreditation; Off-the-job training; On-the-job training; Mentor; Case study
ISBN: 0646339761

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

126

TD/TNC 54.25

South Australia. Student Services Committee.

Student employment services: principles, options and issues.

Adelaide: Student Services Committee, 1997. 17 p.

(Make training work)

Previous Education and Student Services Standing Committee (ESSSC) publications ('Are you being served? Client perspectives on student services and amenities in TAFE.'and 'Student services: dimensions and effectiveness.') as well as a publication from the Office of Training and Further Education (OTFE) ('Framework for the delivery of services to students.') identified that employment services were perceived by students as an essential student service but one that was poorly delivered. This report looks at the provision of employment services in 11 educational institutions across Australia with the intention of canvassing options rather than developing a prescriptive model of an employment service and offers for further investigation some of the key issues confronting policy makers involved in employment service provision in vocational education and training.

Keywords: Vocational education; Training; TAFE; Student; Learning support; Delivery system; Employment service; Course; Career planning

ISBN: 0646331639

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

127

TD/TNC 54.26

South Australia. Student Services Committee.

Staff development for student service providers.

Adelaide: Student Services Committee, 1997. vii, 97 p.

(Make training work)

This report was funded by the Australian National Training Authority (ANTA) and commissioned by the Education and Student Services Standing Committee (ESSSC) of the National TAFE Chief Executives Committee (NTCC). It examines the development needs of staff providing student services and recommends a framework for future staff development activities. A literature search was carried out which uncovered limited data on staff development needs for those providing student services, though some needs were identified for library services staff. Consultations occurred across all states and territories, and needs that are common across all states and territories emerged. Staff development activities which are generic and can be adapted to local needs and organisational cultures are recommended. The report offers a recommended framework for staff development consisting of a suite of training methodologies incorporation Action Learning, Networking, Return to Industry, Skills Training, and Job Rotation, and details training packages currently in use.

Keywords: Vocational education; Training; TAFE; Student; Learning support; Services; Staff development; Training package

ISBN: 0642254885

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

128

TD/TNC 54.27

South Australia. Student Services Committee.

Peer-mentoring in tertiary education: a review of programs.

Adelaide: Student Services Committee, 1997. 44 p.

(Make training work)

The initial proposal for this project was to locate and analyse literature on peer tutoring practices in both Australian and overseas tertiary institutions, including TAFE colleges, community colleges, polytechnics and universities. Many of the TAFE institutions contacted reported that no formal or structured program of peer support existed but described various informal practices currently in operation. By comparison, the university sector, both in Australia and overseas, had developed and implemented a range of structured peer tutoring and peer mentoring models, a representative sample of which are included in this report. The model proposed in this report for TAFE incorporates examples of good practice in approach, procedure and delivery identified in the models examined. It has the flexibility to accommodate the needs of students from various target groups and can be adapted to suit local conditions and requirements.

Keywords: TAFE; Peer teaching; Tutoring; Mentor; Student; Learning support; Services; Client satisfaction; Model

ISBN: 0646331620

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

129

TD/TNC 54.28

South Australia. Student Services Committee.

Indigenous students in TAFE: towards performance measures.

Adelaide: Student Services Committee, 1997. 64 p.

(Make training work)

Wide variations exist in the provision of support services for Indigenous students in Australian TAFE, despite the recognition by TAFE systems of the special needs of Aboriginal and Torres Strait Islander students. Special support units and specifically tailored services and programs have been established yet these students remain disadvantaged in terms of participation rates in all but preparatory level courses and in outcomes of vocational education and training. The need was seen to establish a clearer definition of what constitutes an appropriate and adequate provision of student services for Indigenous students in the vocational education and training sector, and to benchmark key elements of these services so as to assist in their planning and evaluation. Rather than making recommendations that states and territories may find difficult to accept, the report proposes a framework against which localised benchmarking can be developed based on the contextual needs of students and institutes. The framework cross-references a range of educational and contextual influences with the performance indicators designed to measure progress towards the principles identified for the provision of student services for Indigenous students.

Keywords: Vocational education; Training; TAFE; Aboriginal student; Learning support; Services; Planning; Evaluation; Benchmarking; Model; Performance indicator
ISBN: 0724271848

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

130

TD/TNC 54.29
South Australia. Student Services Committee.
Supporting workplace learners (kit).
Adelaide: Student Services Committee, 1997. 1 folder, 8 leaflets, 1 poster
(Make training work)

This kit provides suggestions on practical ways to support learners so that enterprises can maximise their training dollar. It is intended for trainers, employers, supervisors and workplace earners, to be used to support learners to achieve the best results form their training. It comprises five support sheets (for managers, supervisors, learners, external training providers and enterprise trainers), a support checklist, a local support directory, examples of good practice and a support poster.

Keywords: Vocational education; Training; Learning support; Workplace education
ISBN: 0646327852

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

131

TD/TNC 54.30
Bartram, Sharon; Gibson, Brenda.
Training needs analysis: a resource for analysing training needs, selecting training strategies and developing training plans. 2nd edition.
Aldershot, U.K.: Gower, 1997. xi, 209p.

This manual is a resource for analysing training needs, selecting training strategies and developing training plans, designed to help an organisation match its training activity of the organisation with the training needs its people. Part 1 looks at what is involved in identifying and analysing training needs. It reviews the kind of information the analysis is likely to generate and provides guidance on decision-making. Part 2 contains 22 reusable instruments for gathering and processing information on relevant issues. Increased attention is paid to recording and evaluating information and suggestions for use of new technology to improve the information gathering process are given.

Keywords: Training; Training needs analysis; Planning of training; Training activities; Manual
ISBN: 056607916X

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

132

TD/TNC 54.31
National Centre for Vocational Education Research. (NCVER)
Australian vocational education and training statistics 1997: financial data.
Adelaide: NCVER, 1998. 58 p. + diskette

This publication presents some of the highlights of vocational education and training (VET) finances for 1997. Figures are presented for Australia and for each State and Territory, as well as the Australian National Training Authority (ANTA).This publication represents a significant milestone for the collection of financial data as it marks the beginning of reporting on an accrual accounting basis with a full set of financial statements. The financial data is the primary source of information about how VET is Australia is financed and where the money is spent.

The tables contained in this publication are also supplied on a computer diskette.

Related publications are: Australian vocational education and training statistics 1997: at a glance (TD/TNC 54.05); Australian vocational education and training statistics 1997: in detail (TD/TNC 54.09); Australian vocational education and training statistics 1997: an overview (TD/TNC 54.06); Australian vocational education and training statistics 1996: young people at a glance (TD/TNC 54.04); and Australian vocational education and training statistics 1996: women at a glance (TD/TNC 54.03).

Keywords: Statistics; Statistical data; Data collecting; Data analysis; Australian Vocational Education and Training Management Information Statistical Standard; AVETMISS; Training participation rate; ANTA funded project
ISSN: 1329-1416

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 272 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211. Cost: $10.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

133

TD/TNC 54.32
National Centre for Vocational Education Research. (NCVER)
Australian vocational education and training statistics 1996 and 1997: overseas students at a glance.
Adelaide: NCVER, 1998. 8 p.

This publication provides information about overseas students studying in the vocational education and training (VET) sector in Australia. Information is presented about the number of clients, country of origin, course enrolments, module enrolments and outcomes, sex, state/territory, age and annual hours of training.

Related publications are: Australian vocational education and training statistics 1997: at a glance (TD/TNC 54.05); Australian vocational education and training statistics 1997: in detail (TD/TNC 54.09); Australian vocational education and training statistics 1997: financial data (TD/TNC 54.31); Australian vocational education and training statistics 1996: young people at a glance (TD/TNC 54.04); and Australian vocational education and training statistics 1996: women at a glance (TD/TNC 54.03).

Keywords: Statistics; Statistical data; Data collecting; Data analysis; Foreign student; Australian Vocational Education and Training Management Information Statistical Standard; AVETMISS; Training participation rate; ANTA funded project

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 272 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211. Free of charge.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

134

TD/TNC 54.33
South Australia. Dept for Employment, Training and Further Education. Vocational Education and Training Division.

National training materials: commercial and Asian cookery: guide for employees and trainees.

Brisbane: ANTA, 1997. 30 p.

For those interested in a cooking career in the hospitality industry this guide is a 'one-stop-shop' to understanding the process of getting the right training and qualifications. There is an overview of national cookery qualifications and the pathways to a cookery qualification, a discussion of available training arrangements and the length of training required for the levels of qualification, and finally, the assessment process is described. The appendices contain national contact details for Tourism Training Australia, as well as lists of relevant competency standards and workplace performance criteria.

Keywords: Guide; Employee; Trainee; Cooking; Qualifications; Training; Assessment
ISBN: 0873974212

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

135

TD/TNC 54.34
Perkins, Kate.

Management training in the agricultural industry: achieving industry training objectives.

[Adelaide]: Agriculture & Horticulture Training Council of SA, [1996?]. 47 p.

If the agricultural industry is to respond effectively to radical changes in the global marketplace, industry peak bodies agree that an increase in management skills is imperative. Relevant courses are available in South Australia but it has been estimated that participation rates need to increase dramatically if the industry is to maintain productivity and competitiveness. This project was developed to review current management training in South Australia in order to develop performance measures which would recognise quality as well as quantity of training and to explore options for action that may increase industry members' participation in formal training.

Keywords: Training; Management; Agricultural management; Agriculture; Participation; Training participation rate; Performance indicator

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

136

TD/TNC 54.35
Australian National Training Authority. (ANTA)

Developing the training market of the future: a consultation paper.

[Brisbane?]: ANTA, 1996. 38 p.

This consultation paper explores the issues involved in developing a competitive and effective training market. In particular, issues that are addressed relate to ways to empower demand and improve supply in the training market, as well as investigating the role of government as funder, purchaser, provider and regulator in the marketplace. It is intended that the ideas expressed here will provide the basis for informed debate on establishing a national approach to developing the training market of the future.

Keywords: Training market; Government policy; Government role; Industry; Enterprise; Vocational education; Training; Private training provider; Skill development

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

137

TD/TNC 54.36
New South Wales. Board of Adult and Community Education. (BACE)

NSW ACE enrolment statistics 1996.

Darlinghurst, NSW: NSW Board of Adult and Community Education, 1997. 22 p.

In 1996, for the second time, New South Wales (NSW) Adult and Community Education (ACE) providers reported enrolment data. Due to improved reporting, it has been possible to develop and include student profile information as well as enrolment information by provider and course type. Also included is a student profile for those providers in the Other Providers program. Comparison have been made between 1995 and 1996 data and where possible percentages have been given.

Keywords: Adult education; Community education; Adult and Community Education; ACE; Enrolment; Data collecting; Student; Profile

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

138

TD/TNC 54.37
Haines, Maryellen.

Final National Communication Skills Project (NCSP) report to ACTRAC.

[Canberra]: ACTRAC, 1993.
various pagings

This report is to brief ACTRAC Secretariat and members on the outcomes of the National Communication Skills Project (NCSP). These outcomes include module development since June 1991, and issues such as liaison and public relations and maintenance are raised. Concern is expressed by the NCSP in this report about the methodology used in the ACTRAC review process. Recommendations are offered throughout the report.

Keywords: National Communication Skills Project; NCSP; Final report;

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

139

TD/TNC 54.38
Australian National Training Authority. (ANTA)

Data matters: a staff development kit to support users of AVETMISS.

Brisbane: ANTA, 1998. 36 p.

This kit presents information about statistical resources to managers responsible for the collection, processing, analysis, reporting and interpretation of information within registered training organisations. It is designed to demystify the uses and importance of statistical standards and resources, and increase skills in using and understanding management information systems (MIS). Users are provided with: an overview of the workings of the national vocational education and training (VET) data standard; a guide to the effective application of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS); a guide to accessing statistical and data resources; and strategies to assist the continuous improvement of data quality. Users will also be able to identify: roles within training organisations and/or training providers which are involved in the collection , processing and handling of data; the skill levels and training needs associated with these roles; people within training organisations and/or training providers who do or will use the data for management and planning; and various resources to support the effective use of the standard and the published statistical resources.

Keywords: Statistics; Statistical data; Data collection; Management information system; MIS; Australian Vocational Education and Training Management Information Statistical Standard; AVETMISS
ISBN: 087397462X

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

140

TD/TNC 54.39
Australian National Training Authority. (ANTA)

Bridge to the future: Australia's national strategy for vocational education and training 1998 - 2003.

Brisbane: ANTA, 1998. 27 p.

The national strategy for vocational education and training 1998-2003 expresses the collective commitment by Australian governments, in partnership with Australian industry, to vocational education and training (VET). The strategy analyses economic, industrial and social forces for change and their implications for vocational education and training over the next five years. It sets out a vision for VET, aligned with five key objectives. These objectives are: (1) equipping Australians for the world of work; (2) enhancing mobility in the labour market; (3) achieving equitable outcomes in VET; (4) increasing investment in training; and (5) maximising the value of public vocational education and training expenditure.

Keywords: Vocational education; Training; Government policy; Educational policy; Social policy; Social change; Economic conditions; Industry; Industrial development; Access to education; Equal opportunity; Outcome of education; Labour market; Labour mobility; Educational expenditure
ISBN: 0642253978

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

141

TD/TNC 54.40
Australian National Training Authority. Performance Review Committee. (ANTA)

Key performance measures for vocational education and training, October 1997: key performance measures implementation plan, April 1998.

Brisbane: ANTA, 1998.
various pagings

In September 1996 the Ministerial Council of the Australian National Training Authority (ANTA) established the Performance Review Committee (PRC) as part of new national arrangements for performance measures, data collection and management, research and evaluation. This document reports on the development of the principles for a set of key performance measures for vocational education and training (VET) and offers a set of long term key performance measures for VET. The document then describes, in general terms, the work required, timelines and costs involved in the transition to a outputs and outcomes based VET system and the implementation of all measures, and offers a detailed implementation plan. Finally, an attachment provides a brief history of performance measurement in VET.

At head of title: Reports of the ANTA Board's Performance Review Committee.

Keywords: Vocational education; Training; Performance; Performance indicator; Performance appraisal; Outcome of education
ISBN: 064225396X

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

142

TD/TNC 54.41
Gude, Lorenz; Pascua-McGlew, Delia.

Flexible delivery in vocational education and training: implications and issues for Aboriginal students and communities.

[Australia]: ANTA, 1997. 62 p.

In vocational education in general, and in Aboriginal education in particular, open learning strategies and flexible delivery practices have been in evidence for some years. This document reports on a project (TPP/ANTA 43.14), which was funded by the Australian National Training Authority (ANTA) through the Western Australian Dept of Training, and was designed to evaluate the open learning/flexible delivery strategies that are currently used with post secondary level Aboriginal students in urban and remote communities. Using surveys, interviews and case studies, data was accumulated and explored to gain a better understanding of the implications of flexible delivery strategies for Aboriginal people. The report identifies a series of highly relevant issues and raises significant questions involving key principles for consideration by providers of education and training to Aboriginal students. Finally, the report makes recommendations to educational providers on the principles which should be observed in implementing open learning and flexible delivery practices for remote and community-based Aboriginal students.

Keywords: Aboriginal education; Aboriginal student; Aboriginal community; Vocational education; Training; Higher education; Open learning; Flexible delivery; Distance study; Delivery system; Access to education; Rural community; TAFE; Survey; Case study
ISBN: 0730970574

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

143

TD/TNC 54.42
Stinson, Rodney.

Job prospects Australia. 4th edition.

North Sydney: New Hobsons Press, 1997. 191 p. + 1 CD-ROM

This publication is essentially the fourth edition of a database, this edition supplied in both book and CD-ROM form, which contains comprehensive information intended to assist job-seekers, school leavers, university and TAFE students, those looking to change careers, counsellors and advisers in the areas of policy and programs in employment and training. The database covers all jobs in Australia and provides key details on 600 occupations.

Keywords: Employment; Job profile; Job searching; Job description; School leaver; TAFE student; Vocational counsellor; Occupation; Occupational description; Reference work; CD ROM
ISBN: 1876196181

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

144

TD/TNC 54.43
Wilkinson, Carole (Managing Ed.).

Open learning Australia handbook 1998.

Melbourne: Open Learning Australia, c1997. 379 p.

Open Learning Australia (OLA) delivers postcompulsory education to all Australians who want to study. This publication gives full details of the educational opportunities offered, including a large section on vocational education and training modules and awards. General information on student support, unit/module selection, financial arrangements, student responsibilities, overseas students, roles of provider institutions and OLA client services policies and procedures is given, as well as registration details and copies of necessary forms.

Keywords: Open learning; Open Learning Australia; OLA; Postcompulsory education; Tertiary education; Distance education; Vocational education

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

145

TD/TNC 54.44
Organisation for Economic Co-operation and Development. Centre for Educational Research and Innovation. (CERI)

Human capital investment: an international comparison.

Paris: OECD, 1998. 113 p.

This report aims to clarify what is now known about human capital and how it can be measured, addressing these measurement issues in the context of a changing understanding of what constitutes human capital, of its heterogenous nature and of what kind of human capital formation is best able to achieve public policy objectives.

Keywords: Human capital; Investment; Office of Economic Co-operation and Development; OECD; Economics; Social conditions; Skill; Knowledge level;

Competence; Lifelong learning
ISBN: 9264160671

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

146

TD/TNC 54.45
Selby Smith, Chris. (Ed.)
Research and VET decision-making: February 1997 symposium.
Clayton, Vic.: Monash University, 1998. v, 163 p.

This publication arose from one of the research approaches employed in a project commissioned in 1996 by the Australian National Training Authority Research Advisory Council (ANTARAC) and now managed by the National Research and Evaluation Committee (NREC), entitled 'Impact of research on VET' (TPP/ANTA 47.05). This particular approach involved a symposium held in Melbourne on 19-20 February 1997, the overall purpose of which was to identify issues that could assist in understanding the relationships between research and vocational education and training (VET) decision making and to assist in establishing the broad parameters of the project and in the defining of key terms. The symposium was conducted in seven main sessions:

Session 1: The users of research: the use of research at state/territory and national levels - VET policy and planning.
Session 2: The users of research: use of research by VET providers for improved practice and performance, and policy and planning at provider level.
Session 3: Research and researchers' perspectives: from the viewpoint of VET research institutions.
Session 4: Research and researchers' perspectives: from the viewpoint of other sources of research.
Session 5: Community relations: researchers' contribution to facilitating interaction between wider economic, political and societal systems and VET.
Session 6: Research, decision making and action in other functional areas of government, and internationally.
Session 7: Final plenary discussion.

Keywords: Vocational education; Training; Research; Decision making; Educational policy; Training policy; Policy formation; Planning
ISBN: 1876496002

AVAILABLE FROM: Centre for the Economics of Education, Faculty of Education, Monash University, Clayton Vic. 3168. Ph: +61 3 9905 9157; Fax: +61 3 9905 9184. Cost $15.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

147

TD/TNC 54.46
Australian Agency for International Development. (AusAID)
Education and training in Australia's aid program: policy statement announced by The Hon Alexander Downer MP, the Minister for Foreign Affairs.
[Canberra]: AusAID, 1996. 16 p.

This policy statement articulates a change in focus for Australian assistance in education and training as part of Australia's overseas aid program. While Australia will continue to assist directly with higher education through the provision of tertiary scholarships, there will be increased emphasis in the areas of basic education and vocational and technical education. Training assistance will be closely linked to the human resource development needs of individual countries. The nature of education and training activities provided under the aid program will vary between partner countries, and specific country needs will be matched with the expertise available in the Australian education and training community.

Keywords: Education; Training; Foreign aid; Aid programme; Foreign policy; Developing country; Policy statement
ISBN: 0642220328

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

148

TD/TNC 54.47
Maglen, Leo; Hopkins, Sonny.
Linking VET to productivity differences: an evaluation of the Prais program, and its implications for Australia.
Clayton, Vic.: Monash University, 1998. 34 p.
(Working paper, no. 18)

The research program initiated and led by Sigmund Prais was designed to test the relationship between vocational education and enterprise productivity, where the latter is taken to mean units of output per time period per worker employed, the hypothesis being that initial, pre-employment vocational education is a major contributor to enterprise productivity, since it raises the skills of workers, and these are applied through more effective work practices. This working paper evaluates the Prais study, which focused on Great Britain and Germany, and looks at its implications for Australia.

Keywords: Vocational education; Training; Research study; Evaluation

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

149

TD/TNC 54.48
Australian Student Traineeship Foundation. (ASTF)
Program co-ordinators directory. 2nd edition.
Sydney: Australian Student Traineeship Foundation, 1998. iv, 105 p.

In this issue of the Program Co-ordinators Directory of the Australian Student Traineeship Foundation (ASTF) full details of each school/industry training program are provided, including contact person and phone/fax numbers, schools involved, industries involved, and a brief description of each program, giving directory users more information about the main features or priorities of the wide range of programs currently operating. Many program co-ordinators have now organised Internet access, so where appropriate program web site addresses and email addresses are included.

Keywords: Vocational education; Training; Secondary school; Industry; Educational programme; Training programme; Directory

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.
Other sources: Also available on the Australian Student Traineeship Foundation's web site at: http://www.astf.com.au (current at 23 July 1998).

150

TD/TNC 54.49
Field, Laurie.
Training and learning in small business: issues for research.
Broadway, N.S.W.: RCVET, 1997. vi, 22 p.

This report forms the starting point for a program of research conducted by the Research Centre for Vocational Education and Training (RCVET) at the University of Technology, Sydney (UTS) into vocational education and training (VET) in the specific context of small business. It reviews the current limited state of knowledge of learning and training in small business and raises issues that point the way to further research intended to provide advice to small business on how to maximise learning and to inform the policy debate on workplace learning and the role of VET systems and providers.

Keywords: Vocational education; Training; Small business; Research programme; Workplace education
ISBN: 1863654097

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

151

TD/TNC 54.50
National Centre for Vocational Education Research. (NCVER)
Australian apprentice and trainee statistics 1997-98: quarter two, volume 4, number 2, Oct-Dec 1997.
Adelaide: NCVER, 1997. 32 p.

This publication presents information on persons undertaking vocational training through apprenticeship and traineeship arrangements. It provides highlights of current trends and descriptive analysis on selected topics related to contracts of training. The publication reports on the second quarter of the financial year for the period 1 October 1997 to 31 December 1997.

Keywords: Statistics; Statistical data; Apprentice; Trainee; NCVER; ANTA; ANTA funded project
ISSN: 1440-0359

AVAILABLE FROM: Distribution Officer, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211. Cost: $10.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

152

TD/TNC 54.51
National Centre for Vocational Education Research. (NCVER)
Australian apprentice and trainee statistics 1997-98: quarter three, volume 4, number 3, Jan-Mar 1998.
Adelaide: NCVER, 1998. 32 p.

This publication presents information on persons undertaking vocational training through apprenticeship and traineeship arrangements. It provides highlights of current trends and descriptive analysis on selected topics related to contracts of training. The publication reports on the third quarter of the financial year for the period 1 January 1998 to 31 March 1998.

Keywords: Statistics; Statistical data; Apprentice; Trainee; ANTA; ANTA funded project
ISSN: 1440-0359

AVAILABLE FROM: Distribution Officer, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211. Cost: $10.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

153

TD/TNC 54.52
Hawke, Geof; Quirk, Robert.
Moving into higher education: issues arising from the introduction of ungraded assessment in VET: a paper prepared for the Ministerial Council on Employment, Education and Training.
Sydney: RCVET, 1996. 25 p.

This paper addresses the need to maximise the mobility of graduates from the vocational education and training (VET) sector wishing to enter university courses. It focuses on the selection of university entrants from among those applying for entry on the basis of VET qualifications and issues about selection and admission which have arisen with the introduction of ungraded assessment in many VET programs. The paper considers some options for how any potential discrimination may be avoided, and consideration is also given to the use of graded assessment for its possible value in improving admission.

Keywords: University; Vocational education; Training; Assessment; Educational mobility
ISBN: 1863652779

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

154

TD/TNC 54.53
Hayton, Geoff; Garrick, John; Schaafsma, Hank; Fishman, Rosalie; Stone, Jaqueline.
Management skills in the housing industry.
Sydney: RCVET, 1995. 73 p.

This publication reports on a project, commissioned by the Commonwealth Dept of Housing and Regional Development and conducted by the University of Technology, Sydney (UTS), to assess management skills in the housing industry. The aims of the project were to: assess the level of management skills in the housing construction industry; identify current and future required management skills for the industry; and evaluate current management skill formation strategies. The project involved five components: a literature review, enterprise examples, interviews, focus groups, and consultation with industry bodies. The current level of management skills in the industry was assessed, key issues identified, future management skills discussed and recommendations offered.

Keywords: Industry; Management; Training; Knowledge level; Skill
ISBN: 0644430974

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

155

TD/TNC 54.54
Charles Sturt University.
Vocational education and training: undergraduate.
[Wagga Wagga, Vic.]: Charles Sturt University, [1997]. 22 p.

Charles Sturt University has developed a range of distance education vocational education and training (VET) courses to equip practicing and prospective teachers and trainers to answer the VET challenges in meeting the need for a multi-skilled, flexible and adaptable workforce for the future. This brochure outlines the admission requirements, pathways, courses and fees and charges relevant to attaining a qualification in VET. The Bachelor of VET and the Graduate Diploma in VET are recognised as appropriate initial teacher education courses.

Keywords: Vocational education; Training; University; Course outline; Study outline; Admission requirements

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

156

TD/TNC 54.55
Selby Smith, Joy.
User choice.
Adelaide: NCVER, 1998. 20 p.

In vocational education and training (VET), user choice is a means of achieving a more client responsive training system by allowing individual clients to have greater choice over how their training needs are met. At this time user choice is limited to New Apprenticeships but user choice could apply broadly across the training system. This paper looks at user choice, giving an overview of the issues surrounding it, user choice at the policy level, and the pilot projects conducted under the 1996 User Choice National Project.

Keywords: Vocational education; Training; User choice; Educational policy; New Apprenticeships
ISBN: 0873974727

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211. Price on application.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

157

TD/TNC 54.56
Australia. Dept of Employment, Education, Training and Youth Affairs. Indigenous Education Branch. (DEETYA)
Administrative guidelines: indigenous education strategic initiatives program (IESIP) third triennium 1997-1999.
[Canberra]: [Dept of Employment, Education, Training and Youth Affairs], [1997?]. 34 p.

These administrative guidelines, approved by the Commonwealth Minister for Employment, Education, Training and Youth Affairs set out the objectives, administrative requirements and funding arrangements under the Indigenous Education Strategic Initiatives Program (IESIP) for the third triennium of the National Aboriginal and Torres Strait Islander Education Policy (AEP), 1997-99.

Keywords: Aboriginal education; Educational policy; Educational programme

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

158

TD/TNC 54.57
Polesel, John; Teese, Richard.
Colleges: growth and diversity in the non-university tertiary studies sector (1965-1974).
Canberra: DEETYA, 1998. vii, 64 p.

This paper reports the findings of a research study ('Extracting data on Colleges of Advanced Education (CAEs) students prior to 1974.'). The purpose of this project was to collect data on student enrolments on the former CAEs for the period 1965 to 1973. The project was carried out in 1997 by the Educational Outcomes Research Unit, in the Dept of Education Policy and Management, University of Melbourne. The methodology is outlined and a brief overview places the development of the CAEs and teacher education colleges in an historical context.

An analysis of the data follows, comparing project data with Commonwealth Bureau of Census and Statistics (CBCS) figures and integrating data on CAE students with existing Dept of Employment, Education, Training and Youth Affairs (DEETYA) higher education numbers. A list of sources and references is supplied as well as a list of the relevant Commonwealth Acts of Parliament, and finally statistical tables and charts outlining enrolments in CAEs and teacher education colleges on a state by state and national basis are provided.

Keywords: Higher education; College of Advanced Education; CAE; Students; Research project; Data collection
ISBN: 064223731X

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

159

TD/TNC 54.58
Martin, Elaine.
Effectiveness of different models of work-based university education.
Canberra: AGPS, 1997. viii, 84 p.

This project is an investigation of the work placement component of eight university courses. The overall aim was to evaluate the impact of such schemes on the professional development of students. The study covered four vocational areas: health science, engineering, business and social work. information about the selected schemes was collected by means of interview with the scheme organisers and supplemented with course and advertising materials. Students from seven of the eight courses completed a questionnaire and in four of the placements detailed interviews were conducted with students, employers and academic staff. It was anticipated that there would be an association between the quality of student learning and employer satisfaction and models of work-based education.

Keywords: University; Education; Work experience
ISBN: 0642236135

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

160

TD/TNC 54.59
Robinson, Chris; Guthrie, Hugh.
National research and evaluation strategy for vocational education and training: the first year.
Adelaide: NCVER, 1998. 44 p.

In the first half of 1997 the National Centre for Vocational Education Research and the National Research and Evaluation Committee developed the national vocational education and training (VET) research and evaluation strategy in Australia, 1997-2000 (TD/TNC 50.50) which was released in July 1997. The key elements of the strategy, the progress made in its first year and some future directions are examined in this paper, which was presented at the 7th Annual VET Researchers Conference, Charles Sturt University, Wagga Wagga, Vic., 14-17 July 1998.

Keywords: Research; Evaluation; Vocational education; Training; National Research and Evaluation Committee; NREC; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

161

TD/TNC 54.60
Noble, Charles; Hill, Doug; Smith, Erica; Smith, Andrew.
Policy challenges in the implementation of 'user choice' in the Australian market.
7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998
1998. Unpublished.17 p.

This paper focuses on the evolving concept of training market views about those factors that necessitate intervention in the market. User choice in apprenticeships and traineeships is the latest policy response in Australia to the challenge of increasing the responsiveness of the vocational education and training (VET) system to the needs of clients. It does so by the channelling the flow of public funds to individual training providers to reflect the choice of training provider made by the client. Several policy issues are raised and discussed: the provision of continuous access to training in rural and remote areas; the impact of user choice on equity groups; the extent to which user choice will increase the choices available to apprentices and trainees; the competitiveness of training markets under user choice; the adjustments required of private training providers and the publicly funded VET system; and tensions between stakeholders that are likely to be experienced in the introduction of user choice.

Keywords: Training; Training market; Apprenticeship; Traineeship; Training policy; Employer; Access to education; Training opportunity; Private training provider; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

162

TD/TNC 54.61
Mulcahy, Diane; James, Pauline.
Evaluating the contribution of competency-based training: tales from training managers.
7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998
1998. Unpublished. 23 p.

This paper is part of a series of reports for the National Research and Evaluation Committee (NREC) on an evaluation which is currently being conducted into the contribution of competency based training (CBT) outcomes in vocational education and training (VET) (TPP/NREC 53.07). It presents some interim findings from the technical component of the evaluation which seeks to establish whether CBT is achieving its intended outcomes and its effectiveness for industry and enterprises. The project involved conducting two hundred telephone interviews with training personnel across a wide range of companies throughout Australia and eight intensive case studies within selected companies in each Australian State and Territory. In this paper the findings from the interviews are presented, themes arising are discussed and the findings and themes are linked to issues emerging from a review of the literature on the contribution of CBT to VET. The paper also explores the degree of convergence between the themes and issues.

Keywords: Competency based training; CBT; Evaluation; Training manager; Outcome of education; Industry; Enterprise; Interview; Case study; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

163

TD/TNC 54.62

Symons, Heather.

Tracking VET pathways.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998

1998. Unpublished. 10 p.

The Canberra Institute of Technology (CIT) has been working closely for several years with ACT senior secondary colleges and the University of Canberra (UC) to establish vocational pathways for students, currently having 62 articulation arrangements with UC and over 200 with senior secondary colleges. A small research project, intended to form the basis of a longitudinal study of articulation pathways within the ACT, examines how well existing arrangements are working and looks at areas where further development may be required. This paper reports on the project and issues arising from the research to date.

Keywords: Vocational education; Training; Articulation; School; University; Research study; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

164

TD/TNC 54.63

Billett, Stephen; McCann, Andrew; Scott, Kerrie.

Workplace mentoring and guidance: organising and managing effective practice (a preliminary paper).

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998

1998. Unpublished. 9 p.

This paper reports the finding of a study (TPP/ANTA 49.10) into the effectiveness of mentoring in the workplace. Taken as guided learning, selected mentoring strategies were identified and trialed in five workplaces over six month periods. Measures of the participants' workplace knowledge were secured prior to and on completion of the mentoring. Throughout the six month period regular critical incident interviews were conducted to determine linkages between the mentoring strategies and knowledge that had been learnt. The study found that when used these strategies had a positive development on the conceptual knowledge of the mentees. Moreover, key factors were identified which can be used to organise and manage workplace mentoring. These include the preparation required by mentors and participants, the tailoring of mentoring strategies to the particular workplace, and organisational requirements within the enterprise.

Keywords: Mentor; Workplace education; Learning; Knowledge level; Participation; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

165

TD/TNC 54.64

Sheil, Patricia M.

Cognitive load and self-paced learning in vocational education and training.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998

1998. Unpublished. 8 p. + appendices

This paper reports on a study that was undertaken in response to concern with the level of failure and/or non-completion of modules within the Business, Computing and Management Team at Centralian College since the introduction of flexible delivery. It is part of a larger study of flexible delivery. The study serves the purpose of highlighting the difficulties associated with learning more complex material in a purely visual mode, and looks at whether self-paced learning is more or less effective than lecturer-directed learning.

Keywords: Vocational education; Training; Flexible delivery; Research study; Outcome of education; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

166

TD/TNC 54.65

Field, Claire.

Equity in VET: who counts?

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998

1998. Unpublished. 11 p.

One of the objectives of vocational education and training (VET) strategies in Australia is the achievement of equitable outcomes in VET, which refers explicitly to increased and improved access to, and outcomes from, VET for client groups which are identified as disadvantaged. This paper essentially focuses on how the type of information that is collected and the way it is collected impacts upon our understanding of the educational participation and attainment of clients from different equity groups. It reviews both the variety of statistical information which is available in this area, as well as some of the issues which need to be considered when using it.

Keywords: Vocational education; Training; Access to education; Equal opportunity; Outcome of education; Accountability; Public expenditure; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

167

TD/TNC 54.66

Harford, Maddy; Stewart, Pat; Wild, Ron.

Factors affecting learning in the workplace.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998

1998. Unpublished. 5 p.

Learning at work has emerged, relatively recently, as a way of enabling businesses and their employees to develop the skills necessary to operate successfully in the complexities of such phenomena as internationalisation of markets, globalisation of national economies, technological change, and industry restructuring. This study investigated the perceptions and experiences of employees in eight enterprises in Queensland, Victoria and South Australia, and identified factors affecting learning in the workplace.

Keywords: Workplace education; Learning; Organisation development; Industry; Technological change; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

168

TD/TNC 54.67

Hill, Doug; Hemmings, Brian; Green, Kerrie.

Early school leavers in rural Australia: transition to work.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998

1998. Unpublished. 14 p.

This paper reports part of a larger study (TPP/NSW 47.16) concerned with school to work transitions experienced by early school leavers. It has a particular focus on young people in rural Australia. Data were gathered from early school leavers, employers, service providers, and training providers by means of interviews and discussion. The researchers had difficulty locating an appropriate sample of early school leavers and this process is highlighted. The key findings included a description of the attributes of early school leavers which made it difficult to gain employment and to access suitable training. Early school leavers tended to leave school because they were unhappy and/or underachieving and felt that work would be better. Employers reported that school leavers did not always make good employees. Many informants commented that early school leavers would be better off continuing their school studies and suggested ways in which school education and support services might improve the current situation.

Keywords: School leaver; Rural sector; Transition from school to work; Rural youth; Employment; Youth employment; Youth unemployment; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

169

TD/TNC 54.68

Shanahan, Peter R.

Police culture and the learning organisation.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998

1998. Unpublished. 15 p.

In this paper the author discusses perceptions of police culture and the concept of the learning organisation. There is a brief literature review and a detailing of the methodology to be used in researching police culture and the state of the South Australia Police as an aspiring learning organisation.

Keywords: Police; Culture; Learning; Organisation development; Organisational change; South Australia Police; SAPOL; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

170

TD/TNC 54.69

Heron, Barbara.

Researching staff training and development: a study of general staff university women.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998

1998. Unpublished. [6] p.

In many studies of women at universities academic women and/or students form the focus, with general staff women often ignored or given minimal consideration. As part of a Masters degree, a detailed study of six general staff women at a university was undertaken to look at their perceptions of training and development and career options. The research gleaned from indepth interviews was put in the context of studies done at other universities on the role of general staff women. Evaluative studies of training and development across a range of other industries were also compared to the data obtained in the study. The study showed the need for a link between career paths and training and development as well as the need for individuals to take some responsibility for their own development. A detailed picture emerged of the lived experiences of these general staff women.

Keywords: Staff development; Training; Women; University; Conference paper

AVAILABLE FROM: National Vocational

Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

171

TD/TNC 54.70
Albert, Daniel; Scavone, Rino.
Gone, but not forgotten: a study of occupational attrition rates.
7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998
1998. Unpublished. 13 p.

The purpose of this paper is to present an approach for the estimation of occupational attrition rates that has been developed and used by the Research Branch, Office of Vocational Education and Training (OVET), Tasmania.

Keywords: Occupation; Training; Training needs; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

172

TD/TNC 54.71
Ryan-Chapple, Chris.
In search of a definition.
7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998
1998. Unpublished. 1 p.

This document is a one page synopsis of a paper which discussed action research aimed at exploring ways of improving support services and assessment procedures for TAFE students who have a learning disability which links to a perceptual disorder. Key issues are offered for consideration.

Keywords: Vocational education; Training; Disability; Access to education; TAFE student; Learning support; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

173

TD/TNC 54.72
Quinn, Petrina.
Skills industries need: what tertiary students say.
7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998
1998. Unpublished. 7 p.

This paper is presented as part of a research project funded by the Rural Industries Research and Development Corporation which aimed to investigate the attributes of agricultural students on entry to and exit from courses and whether these attributes meet the needs of agricultural industries. Agricultural students were asked to nominate skills that they considered important for a career in agriculture, and to nominate skills important for a career in agriculture that they believed were being developed through their course. Implications for further research are discussed.

Keywords: Skill; Industry; Skill analysis; Education; Training system; Agricultural sector; Food production; Development; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

174

TD/TNC 54.73
Down, Catherine.
Reflecting on practice: research on a major change process within the Ford Motor Company (Australia) Ltd.
7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998
1998. Unpublished. 12 p.

From February 1990 to December 1994 the author of this paper co-ordinated the design, development and implementation of a training approach to support the organisational and manufacturing changes that the Ford Motor Company (Australia) Ltd was implementing. This paper comments on the author's study of a process of retrospective systematic reflection and analysis of this experience. The content of the study was the construction and reconstruction of knowledge at the local level grounded in and modified by the context in which such knowledge construction occurs. The methodology is described, and the construction of knowledge is examined.

Keywords: Motor vehicle industry; Organisational change; Training; Plan; Development research; Manufacturing; Training needs analysis; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

175

TD/TNC 54.74
Bush, Tony.
Vocational education in the United Arab Emirates and Saudi Arabia: perspectives on an emerging area.
7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998
1998. Unpublished. [8] p.

This document contains dot point overheads in support of the author's presentation on vocational education and training in the United Arab Emirates and Saudi Arabia.

Keywords: United Arab Emirates; Saudi Arabia; Vocational education; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

176

TD/TNC 54.75
Herbert, Anne.
Challenges of action learning as a professional development methodology in TAFE.
7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998
1998. Unpublished. 10 p.

This short conference presentation draws on research in progress with ANTA funded action learning groups in TAFE SA (TPP/SA 53.04). It foregrounds the challenges of time and product focus which can be seen as limiting participants' learning and especially their action. Nonetheless, the action learning participants raise a number of critical questions related to the workplace.

Keywords: Experiential learning; Learning; Research; TAFE teacher; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

177

TD/TNC 54.76
Milliken, Noelene.

Mentoring: how important for training part-time teachers.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998
1998. Unpublished. 11 p.

This paper focuses on mentoring, a major aspect of the results of a research project in 1997 which aimed to investigate the success, in the Riverina Institute of TAFE (RIT), of the National Teaching and Learning (NTL) training program, and the reasons why the number of Certificates of Completion in NTL did not reflect the numbers of vocational teachers participating in the program. The researchers determined that successful completion of the program by participants has a high correlation with obtaining mentor support.

Keywords: Mentor; Part time; Teacher; Research project; Vocational teacher; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

178

TD/TNC 54.77
Smith, Andrew.

Creating a training culture.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998
1998. Unpublished. 4 p.

This presentation reports briefly on a project carried out by the Group for Research in Employment and Training (GREAT) at Charles Sturt University in collaboration with the Research Centre for VET at the University of Technology, Sydney (UTS). This project conducted an in-depth investigation of how and why Australian enterprises train their employees, using a national survey and 42 case studies which the author suggests provided a clear picture of the elements of a successful training culture.

Keywords: Training; Culture; Expenditure; Enterprise; Training cost; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

179

TD/TNC 54.78
Rowlands, Bruce.

Understanding small business participation in traineeships: a framework for traineeship adoption.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998
1998. Unpublished. 29 p.

This paper presents work-in-progress results from phase 1 of a 2-phase study intended to gain an understanding of small business owner/manager decision making regarding their participation with traineeships. The thesis of the paper is that adoption of traineeships is best understood as a specific case of organisational innovation and that traineeships can be conceptualised as an innovation in training process technology. The framework and preliminary findings suggest that in order to account for the adoption outcomes associated with traineeships in small business, researchers should consider the social context, the intentions and attitudes of owner/managers, relationships formed between small business and vocational education and training (VET) providers, and the adoption process followed by the organisation, and the paper has important implications for future research.

Keywords: Traineeship; Decision making; Small business; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

180

TD/TNC 54.79
Smith, Erica.

Young people starting work in apprenticeships, traineeships and non-contracted training.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998
1998. Unpublished. 9 p.

This paper reports on the first phase of findings from a study about young people in their first year of full-time work. Some of the literature on the transition from school to work, and apprenticeships and traineeships, is briefly discussed, and it is suggested that most literature concentrates on policy rather than on the experiences of young people themselves. The study involved eleven young people starting work and significant adults such as their parents and employers. Issues discussed include reasons why the young people chose to work rather than undertake further study; reasons for their choice of career; and the importance of training in their job choice and future career plans.

Keywords: Apprenticeship; Traineeship; Apprentice; Trainee; Apprenticeship contract; Contract; Transition from school to work; Youth; Parent; Employer; Conference paper

AVAILABLE FROM: National Vocational Education and Training

Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.

181

TD/TNC 54.80

Ardagh, David; Macklin, Rob.

Ethics and the human resource manager: a study into the ethical problems and dilemmas faced by human resource managers and the principles and procedures they use to address ethical issues.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998

1998. Unpublished. [18] p.

This study, involving about 120 human resource managers (HRMs), attempted to find out what role-related ethical dilemmas arise for Australian HRMs across all sectors (public, professional, business, and non-government associations), and how they go about solving them. After establishing sector, size and some other facts, a questionnaire asked to what degree a set of typical scenarios presented ethical decision problems and how often; which aspects of the HRM role involved ethically important responsibilities; what principles, ideals and virtues were most useful; and whether human resources had distinctive ethical dilemmas.

Keywords: Ethics; Human resources; Manager; Employee; Quality of working life; Decision making; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.

182

TD/TNC 54.81

Brennan, Roslin.

Perspectives on traineeships: the commodification of employment.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998

1998. Unpublished. 7 p.

This paper looks at traineeships from a number of perspectives. The data was collected in Wagga Wagga, a town that supports approximately 800 small and medium range businesses. The author offers perspectives on traineeships from the manager of a private community based, non-government, not-for-profit company, the Office Manager of an Employment Services provider, and the owner/manager of a large provincial newspaper.

Keywords: Traineeship; Manager; Trainee; Enterprise; Small business; Youth; Employment; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.

183

TD/TNC 54.82

Waterhouse, Peter.

Changing nature and patterns of work and implications for vocational education and training (VET).

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998

1998. Unpublished. 15 p.

This review offers the executive summary and the bibliography from a review of literature conducted for the National Centre for Vocational Education Research (NCVER) on the changing nature and patterns of work and implications for vocational education and training (TPP/NREC 52.06). It is suggested that as a service industry vocational education and training faces the double bind of coping with these changes and simultaneously providing high quality goods and services to help other industries to do so.

Keywords: Vocational education; Training; Work environment; Workplace; Summary; Bibliography; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.

184

TD/TNC 54.83

Toms, Jon; Falk, Ian; Kilpatrick, Sue.

Value of vocational education and training in a non-metropolitan community.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998

1998. Unpublished. 22 p.

This paper is the summary of a project which is being undertaken on behalf of the Australian National Training Authority (ANTA) by the Centre for Research and Learning in Regional Australia, University of Tasmania, and will explore the value of vocational education and training (VET) in a non-metropolitan community. This research will explore whether models of vocational provision constructed to service one sector, as opposed to mutualities of sectors, may mitigate against attempts by non-metropolitan communities in Australia to reposition themselves economically and socially in an increasingly globalised economy. If this is the case a more inclusive definition of VET may be appropriate so as to describe more accurately the true value of VET activity and its benefits to communities in their quest for economic and social sustainability.

Keywords: Vocational education; Training; Rural community; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.

185

TD/TNC 54.84

Boote, Jeanne.

Learning during vocational retraining: the picture so far.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998

1998. Unpublished. 9 p.

This paper reports on work-in-progress of a current vocational education and training (VET) study, outlining the methodology and emerging themes of the research which involves a collective case study of injured workers in the Hunter Valley. The study aims at understanding how injured workers undertake the informal learning they are involved in during rehabilitation, and the formal learning of their vocational retraining, as well as their perceptions of themselves as learners during this process. A qualitative/constructivist design is proposed for this exploratory study with a naturalistic, interpretive approach. The strategy of in-depth interviewing and the maximum variation sampling techniques are discussed. Data collection strategies and data analysis are outlined. Themes emerging at this stage are briefly mentioned and a map of the research is provided.

Keywords: Vocational training; Vocational education; Case study; Occupational injury; Rehabilitation; Data collection; Analysis; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

186

TD/TNC 54.85
Gowing, Robert.

Mentoring for continuing professional development: using a problem-based methodology.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998
1998. Unpublished. 27 p.

This paper offers a possible solution to the problems of how teachers and trainers can best keep pace with the changing educational environment that they will continue to face. Practitioners are asked to work in a collaborative model of critical dialogue (also described as a learning conversation) with a mentor, intended to analyse their own and the mentor's theory of action in a particular workplace context. Analysing the theory of action in the particular context allows the espoused theory (what one believes should happen) and the practitioner's theory-in-use (what is happening) to emerge. Upon the realisation of the theory of action becoming explicit, the practitioner is in a position to make sound decisions based on an analysis of their professional practice. The paper covers the research methodology, data analysis and the wider applications of the model.

Keywords: Mentor; Staff development; Teacher; Trainer; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

187

TD/TNC 54.86
Buckingham, Elizabeth.

Theory and practice of apprenticeship to the discipline of mathematics (work in progress).

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998
1998. Unpublished. 7 p.

The purpose of this paper is to report on some of the issues that have arisen as a result of looking at student accounts of an apprenticeship in mathematics. Mathematics has a significant role in governance, as one of the most powerful tools of school leavers, and as the embodiment of a logic which drives institutions. The way people identify with and negotiate its effects are therefore pertinent to participation in work. The focus of the investigation is the ways tertiary students of mathematics in an Australian university align themselves with the interests of the institutions of mathematics, and to learn how their participation is negotiated during their apprenticeship to the discipline.

Keywords: Mathematics; Student; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

188

TD/TNC 54.87
Pickersgill, Richard; Walsh, Michael.

Experience of training reform in Australia.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998
1998. Unpublished. 29 p.

This paper provides an overview of the Training Reform Agenda (TRA) and suggests that the longevity of structured training in Australia and the effectiveness of recent proposals for new forms of structured training are linked to a range of regulated institutional and labour market issues not usually considered by education and training policy makers. However, it is pointed out that current policies are predicated on the deregulation of labour, product and training markets and this will have significant negative impact on the levels and quality of vocational and industry training.

Keywords: Training; Training Reform Agenda; TRA; Skill development; Productivity; Labour market; Training policy; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

189

TD/TNC 54.88
Billett, Stephen.

Changing relationships among VET clients: initial findings.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998
1998. Unpublished. 12 p.

This paper reports some initial findings of an investigation (TPP/NREC 52.10) which seeks to understand the consequences for vocational education and training (VET) provisions and policy of the changing relationships among the four key VET client groups, industry, enterprise, individuals and regions. While over the last decade industry's needs have dominated vocational education policy and provisions, the initial findings of the study include evidence that the shift to an enterprise focus is being enacted, with consequences and concerns for industry goals and the aspirations of individuals and regions. Evidence is furnished of how an enterprise based approach to VET may jeopardise the realisation of individuals' and regions' goals as well as the potential erosion of transferable knowledge.

Keywords: Vocational education; Training; Industry; Enterprise; Educational policy; Social change; Organisational change; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

190

TD/TNC 54.89

Smith, Andrew; Smith, Erica.

HRD and VET: splitting the difference.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998

1998. Unpublished. 11 p.

Until a decade ago there was not much in common between the training which took place in enterprises, sometimes known as Human Resource Development (HRD) and the training that took place with TAFE and other providers of vocational education and training (VET). Over the last decade various measures introduced as part of training reform have changed this relationship and this paper, tracing the changes that have taken place, argues that there is now an area of overlap between VET and HRD, where accredited VET programs are delivered in the workplace, and that this area of convergence appears to be growing. Three enterprise case studies are used in the paper to illustrate the nature of the area of overlap, and to suggest some features which contribute to enterprises' likelihood to engage in accredited training.

Keywords: Human resource development; Vocational education; Training; Teacher; Trainer; Enterprise; Case study; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

191

TD/TNC 54.90

Tickell, Geoff.

Degree-articulation programs: the next wave.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998

1998. Unpublished. 28 p.

This paper reports an investigation into a degree-articulation program in accounting that operated between 1989 and 1993. Research focused on student academic performance and student perceptions. Analysis of university academic grades revealed degree-articulation student's academic performance to be below that of ex-Year 12 students, however degree-articulation students did not feel disadvantaged by undertaking their first year at TAFE rather that at university. This paper defines articulation and justifies why degree-articulation programs should be used more often by tertiary institutions.

Keywords: Articulation; Degree; University; TAFE; Credit transfer; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

192

TD/TNC 54.91

Harper, Graeme.

Giving a new understanding of the intellectual organisation (vocationalism and utopia).

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998

1998. Unpublished. 10 p.

For this paper it is assumed there are three main players in the delivery of vocational education and training (VET). Leaving aside government agencies, which can be considered the initiator of training as a commodity, there are industry, the provider or teacher, and the academic world of research and critique. Each has a perspective and each has a role in successful delivery. The paper looks at how success can be achieved and how researchers in their roles as academics can broker achievement.

Keywords: Vocational education; Training; Vocational teacher; Student; Industry; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

193

TD/TNC 54.92

Tickell, Lynne.

Flexible delivery: how to make it work.

7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998

1998. Unpublished. 15 p.

This paper discusses the advantages and disadvantages of flexible delivery and specifically addresses the type of students suited to this mode of study. It describes some of the policies that have been developed by staff at the Cranbourne campus of Casey Institute of TAFE (a dedicated flexible delivery campus) to implement effective flexible delivery. The paper also reports on the findings of an investigation undertaken to assess student perceptions as to the effectiveness of flexible learning.

Keywords: Flexible delivery; Vocational education; Training; Learning; TAFE; Student; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

194

TD/TNC 54.93

Learning communities, regional sustainability and the learning society: an international symposium: outcomes summary.

[Launceston]: [Centre for Research and Learning in Regional Australia], [1998]. various pagings

Documents in this folder relate to Learning Communities, Regional Sustainability and the Learning Society: an International Symposium, Launceston, Tasmania, 13-20 June 1998. The folder contains a list of contacts, an outcomes summary and an order form for the purchase of copies of the conference proceedings.

Keywords: Conference report; Summary; Community development; Community education; Regional development; Learning

AVAILABLE FROM: Susan Jay, Conference and Seminar Division, Unitas Consulting Limited, Sir Raymond Ferral Centre, PO Box 1214, Launceston Tas 7250. Ph: +61 3 6324 3044; Fax: +61 3 6234 3459.

Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

195

TD/TNC 54.94

Centre for Research and Learning in Regional Australia. (CRLRA)

Learning communities, regional sustainability and the learning society: an international symposium: conference proceedings volume 1.

Launceston, Tas.: Centre for Research and Learning in Regional Australia, 1998. 177 p.

The papers in this volume were presented at a conference with the theme of learning communities, regional sustainability and the learning society. The conference provided an opportunity to suggest and investigate solutions to some of the problems facing rural Australia. The papers are: 'Learning processes of pastoralist stakeholders in the tropical savannas: research in progress.' -Arnott, A., Benson, R.; 'Learning partnerships at work.' - Balatti, J.; 'Life beyond economics: learning systems and social capital.' -Bawden, R.; 'Grains Industry Training Network.' - Berrisford, N.; 'Women in grains research project: extract.' - Berrisford, N.; 'Spiritual impact statements: a key to sustainability.' - Bradbery, P., Fletcher, J., Molloy, B.; 'Science, social science and the dig tree.' - Bradbury, R.; 'Building social capital and community learning networks in community internet access centres.' - Bruce, D.; 'Capability, human capital, social capital and learning societies: individual and corporate contributions.' Cairns, L.G.; 'Increasing social capital through future profit in Queensland: findings from a longitudinal case study approach.' - Cameron, D., Chamala, S.; 'Moving learning from the classroom to the community: what's in it for ALL?' - Campbell, S., Krogh, L., Smith, T.; 'What is the relationship between the social and the economic in regional sustainability?' - Castleman, L.J.C.; 'Moving beyond the cutting edge.' - Chaffe, R.F.; 'Social capital in cyberspace: implications for disenfranchised youth.' - Dudfield, A.; 'Value of qualitative methodology in researching the links between farmer education and good farm management.' - Dunn, A., Bamberry, G., Lamont, A.; 'How long is a piece of string? Issues in identifying, measuring and building social capital.' - Falk, I., Harrison, L., Kilpatrick, S.; 'Workplace learning and accredited training - benefits to individuals and their clients.' - Fell, R.F.; 'Environmental management systems: benchmark, best practice or continuous improvement.' - Geno, B.J.; 'Integrating the social, economic and environmental aspects of sustainability for regional development.' - Geno, B.J.; 'Using communication and information technologies to empower women in rural communities.' - Grace, M.; 'Learning communities: working smarter not harder in disability-based organisations.' - Griggs, H. Selected individual papers from this conference are indexed from TD/TNC 54.96 to TD/TNC 54.109.

Keywords: Conference report; Conference paper; Community development; Community education; Regional development; Learning

ISBN: 0859017915

AVAILABLE FROM: Susan Jay, Conference and Seminar Division, Unitas Consulting Limited, Sir Raymond Ferral Centre, PO Box 1214, Launceston Tas 7250. Ph: +61 3 6324 3044; Fax: +61 3 6234 3459. Cost: $30 plus $5 postage by surface mail.

Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

196

TD/TNC 54.95

Centre for Research and Learning in Regional Australia. (CRLRA)

Learning communities, regional sustainability and the learning society: an international symposium: conference proceedings volume 2.

Launceston, Tas.: Centre for Research and Learning in Regional Australia, 1998. 379 p.

The papers in this volume were presented at a conference with the theme of learning communities, regional sustainability and the learning society. The conference provided an opportunity to suggest and investigate solutions to some of the problems facing rural Australia. The papers are: 'Using community learning to identify stores of social capital: have we found the 'right' community.' - Harrison, L.; 'Invest in people (the cure for unemployment.' - Henessy, T.; 'Critical consumerism and the learning society.' - Hodgman, J.; 'Global world of work: a social map of young people.' - Johnston, R.; 'Groups that learn and how they do it.' -Kasl, E.; 'Support networks and trust: how social capital facilitates economic outcomes for small businesses.' - Kilpatrick, S., Bell, R.; 'Uniting our rural communities: the Millaa Millaa project.' - Lyle, M.; 'Dairy education requirements for South West Victoria: an industry perspective.' - Maclean, D.N.A.; 'Developing capable people for individual, corporate and public good.' - Malloch; M.; 'Rural Community Development

(RCD) at the Rural Extension Centre (REC), University of Queensland Gatton.' - Mobbs, R.; 'Group action learning model for sustainable rural community development: reflection on an Indonesian case.' - Muktasam, A., Chamala, S.; 'Community psychology, planning and learning: a US perspective on sustainable development.' - Perkins, Douglas D.; 'Property management planning: the NSW North Coast experience.' - Proust, S.; 'Beyond the mainstream myth.' -Searston, M., Searston, I.; 'Community development and local government: the Queensland situation.' - Searston, M., Searston I.; 'Building rural futures through co-operation: the need, the dream and the reality.' - Sheil, H.; 'Community strategies: addressing the challenges for young people living in rural Australia.' - Stokes, H., Wyn, J.; 'Are young people choosing to become farmers?' - Svenson, A.K.M.; 'Regional approach to youth unemployment: vocational and enterprise education in partnership with the community.' Turner, P., Mulraney, J., Hyde, S.; 'Handy framework for regional sustainability - what can we learn from people, models and aeroplanes?' - Williams, R., Walcott, J.; 'Using complexity and systems theory to examine the epistemological framework of self organising human activity systems, or: the knowing of certainty and the uncertainty of knowing.' - Woog, R.; 'Policy tools for sustainable rural communities and industries.' - Fisher, M., Holub, L., Evans, J., Allais, J.; 'Self-empowerment of communities: a systems strategy for rural community assessment (SSRCA).' Mobbs, R.; 'Industry learning priorities: challenges for regional Australia in the context of change.' - Owen, C., Pollard, J., Kilpatrick, S., Rumley, D. This volume also contains a list of Regional Futures and Community Development Workshop participants, and a summary of conference outcomes. Selected individual papers from this conference are indexed from TD/TNC 54.96 to TD/TNC 54.109.

Keywords: Conference; Conference paper; Community development; Community education; Regional development; Learning
ISBN: 0859107915

AVAILABLE FROM: Susan Jay, Conference and Seminar Division, Unitas Consulting Limited, Sir Raymond Ferral Centre, PO Box 1214, Launceston Tas 7250. Ph: +61 3 6324 3044; Fax: +61 3 6234 3459. Cost: $30 plus $5 postage by surface mail.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

197

TD/TNC 54.96
Arnott, A.; Benson, Rebecca.
Learning processes of pastoralist stakeholders in the tropical savannas: research in progress.
IN:Learning Communities, Regional Sustainability and the Learning Society: an International Symposium, Launceston, Tasmania, 13-20 June 1998, volume 1.
Launceston, Tas. : Centre for Research and Learning in Regional Australia, 1998.

This paper reports on a research project that aims to identify, describe and share knowledge and understanding of some of the learning processes of pastoralists in the tropical savannas, which include experiential and informal learning, formal training and engaging in information technologies. It is hoped that examining these processes will highlight some of the more informal and implicit aspects of learning, and how they relate to learning in the workplace.

Keywords: Conference paper; Education; Communication; Rural industry; Research project; Learning process; Experiential learning; Training; Information technology

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

198

TD/TNC 54.97
Balatti, Jo.
Learning partnerships at work.
IN:Learning Communities, Regional Sustainability and the Learning Society: an International Symposium, Launceston, Tasmania, 13-20 June 1998, volume 1.
Launceston, Tas. : Centre for Research and Learning in Regional Australia, 1998.

This paper reports on a research project funded under the Australian National Training Authority (ANTA) Demonstrating Best Practice in VET National Project. It describes how a learning community in a remote mine site was established to develop literacy and other communication skills of employees. The peer tutoring model produced by mine management in collaboration with the Tropical North Queensland Institute of TAFE was successfully implemented in a work site where other programs had failed. Eighteen months after the project began the managers, TAFE personnel and program participants were interviewed. The results are discussed in this paper.

Keywords: Conference paper; Learning; Workplace education; Tutoring; Literacy; Communication skill

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

199

TD/TNC 54.98
Berrisford, Nickie.
Grains Industry Training Network.
IN:Learning Communities, Regional Sustainability and the Learning Society: an International Symposium, Launceston, Tasmania, 13-20 June 1998, volume 1.
Launceston, Tas. : Centre for Research and Learning in Regional Australia, 1998.

In 1996, responding to the need for grain farmers to develop new skills to meet their changing environment, the Wimmera Rural Training Advisory Committee established the Grains Industry Training

Network (GITN) which was intended to link research and education providers to meet the needs of the farmers. This paper reports on the GITN and its role in increasing the farmers' access to research and training.

Keywords: Conference paper; Grains Industry Training Network; GITN; Rural industry; Research; Training; Network; Agriculture; Access to education; Access to information

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

200

TD/TNC 54.99

Bruce, David.

Building social capital and community learning networks in community internet access centres.

IN:Learning Communities, Regional Sustainability and the Learning Society: an International Symposium, Launceston, Tasmania, 13-20 June 1998, volume 1. Launceston, Tas. : Centre for Research and Learning in Regional Australia, 1998.

The Province of New Brunswick, Canada, as part of a commitment to the development of a computer literate society, has created community access centres in all rural communities and small towns in the province. It has been found that one of the results of this program is that lifelong learning is enhanced by using the technology to build networks which support more collaborative approaches to learning, as well as changing the learner-educator relationship.

Keywords: Canada; Conference paper; Community centre; Community education; Lifelong learning; Internet; Online learning

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

201

TD/TNC 54.100

Cameron, Donald; Chamala, Shankariah.

Increasing social capital through FutureProfit in Queensland: findings from a longitudinal case study approach.

IN:Learning Communities, Regional Sustainability and the Learning Society: an International Symposium, Launceston, Tasmania, 13-20 June 1998, volume 1. Launceston, Tas. : Centre for Research and Learning in Regional Australia, 1998.

This paper reports on the short-medium term (one year) impact of an adult education and training program in farm business management. An evaluation of the first group to take this eight workshop series (FutureProfit) was conducted through personal interviews approximately two months after the program concluded. Findings are discussed from an adult education/adult learning perspective within the institutional context of the federal and state government policy frameworks under which the program operates. Sections outline methodology and the findings of the program's impact. The discussion section reflects on the meanings of the findings and offers several conclusions.

Keywords: Conference paper; Case study; Adult education; Training; Knowledge level; Skill

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

202

TD/TNC 54.101

Campbell, S.; Krogh, L.; Smith, T.

Moving learning from the classroom to the community: what's in it for ALL?

IN:Learning Communities, Regional Sustainability and the Learning Society: an International Symposium, Launceston, Tasmania, 13-20 June 1998, volume 1. Launceston, Tas. : Centre for Research and Learning in Regional Australia, 1998.

This paper outlines an innovative approach taken by the Faculty of Communication and Community Services, Welfare Studies Dept at Canberra Institute of Technology in designing Managed Workplace Learning Projects as well as appropriate assessment strategies and competency bases assessment instruments that included a diversity of underpinning knowledge yet still reflected an effective skills base and was achieved without limiting the benefits of a competency approach to education. The authors contend that it is a system that can be applied to any number of community based approaches to training and development.

Keywords: Conference paper; Learning; Community; Classroom; Competency based training; Education; Competency based assessment

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

203

TD/TNC 54.102

Chaffe, R. F.

Moving beyond the cutting edge.

IN:Learning Communities, Regional Sustainability and the Learning Society: an International Symposium, Launceston, Tasmania, 13-20 June 1998, volume 1. Launceston, Tas. : Centre for Research and Learning in Regional Australia, 1998.

This paper reports on the development and implementation of the Victorian Farm$mart project, the product of a partnership between the Victorian Government, the Victorian Farmers Federation and the Federal Government. Farm$mart is committed to reaching the majority of farm families with the skills, knowledge, learning and experience they need by applying adult learning best practices in rural communities.

Keywords: Conference paper; Farm$mart; Skill; Best practice; Adult education; Adult learning; Farm; Farm management; Farmer; Rural community

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

204

TD/TNC 54.103

Dunn, A.; Bamberry, G.; Lamont, A.

Value of qualitative methodology in researching the links between farmer education and good farm management.

IN:Learning Communities, Regional Sustainability and the Learning Society: an International Symposium, Launceston, Tasmania, 13-20 June 1998, volume 1.
Launceston, Tas. : Centre for Research and Learning in Regional Australia, 1998.

The aim of this paper is to discuss the research process used to investigate farmers' perceptions and experience of education, learning and knowledge used in improving management of their farms. The paper evaluates the authors' methodology and offers implications for quantitative social research. The paper contains as a case study a project initiated by the Rural Industries Research and Development Corporation (RIRDC) to investigate the relationship between farmer education levels and good farm management, and includes an extensive literature search followed by a pilot study based on interviews with a small sample of farmers in the vicinity of Wagga Wagga, using a qualitative methodology. The paper then discusses the research process and data analysis.

Keywords: Conference paper; Research; Methodology; Data analysis; Literature review; Education; Farm management; Farmer; Learning; Learning experience

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

205

TD/TNC 54.104

Fell, R. F.

Workplace learning and accredited training: benefits to individuals and their clients.

IN:Learning Communities, Regional Sustainability and the Learning Society: an International Symposium, Launceston, Tasmania, 13-20 June 1998, volume 1.
Launceston, Tas. : Centre for Research and Learning in Regional Australia, 1998.

The Rural Extension Centre (REC) at the University of Queensland Gatton College provides accredited education and training from Certificate to Masters level through a workplace based program of learning projects and workshops. This paper reports on two recent evaluations of these courses which indicate that action learning and the application of adult learning principles are being used to deliver the programs successfully. The evaluations have shown that respondents recognise the adult learning and action learning basis of the courses and have found these aspects the most useful to help them apply their learning in the workplace.

Keywords: Conference paper; Workplace education; Accreditation; Training; Learning; Workshop; Adult learning; Evaluation; Experiential learning

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

206

TD/TNC 54.105

Maclean, D. N. A.

Dairy education requirements for South Western Victoria: an industry perspective.

IN:Learning Communities, Regional Sustainability and the Learning Society: an International Symposium, Launceston, Tasmania, 13-20 June 1998, volume 2.
Launceston, Tas. : Centre for Research and Learning in Regional Australia, 1998.

Given current and potential future conditions in the rural sector the WestVic Dairy Board considers that education and training, incorporating formal qualifications, have a crucial role in supporting the present and future development of the regions dairy industry. The Board has developed a dairy education strategy to the year 2005 with three major strands: (1) the provision of continuing education and training opportunities for dairy farmers; (2) the need to encourage and provide initial education for people choosing the dairy industry, in particular farming, as their career option; and (3) the need to educate the wider community regarding agriculture generally and the dairy industry specifically.

Keywords: Conference paper; Dairy industry; Farming; Educational needs; Training needs; Education; Training

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

207

TD/TNC 54.106

Malloch, Margaret.

Developing capable people for individual, corporate and public good.

IN:Learning Communities, Regional Sustainability and the Learning Society: an International Symposium, Launceston, Tasmania, 13-20 June 1998, volume 2.
Launceston, Tas. : Centre for Research and Learning in Regional Australia, 1998.

This paper postulates that a key to the development of capable organisations and capable societies is the development of capable individuals and examines the role played by vocational education and training (VET) in the achieving of this goal. The paper draws on the recent ANTARAC research project: Documenting capable organisations and workplaces with implications for vocational education and training (TPP/ANTA 49.15). Extensive interviews at ten organisations were carried out as part of the grounded theory methodology, and the interview material provided important insights into the role and use of competency based training and the building on this for further education and learning. The interviewees' reflections on the quality of work and training contribute to recommendations for developments in VET so that multiple goals for society may accomplished.

Keywords: Conference paper; Vocational education; Training; Organisation development; Social development; Case study; Research project; Competency based training

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

208

TD/TNC 54.107

Mobbs, Robyn.

Rural community development (RCD) at the Rural Extension Centre (REC), University of Queensland, Gatton.

IN:Learning Communities, Regional Sustainability and the Learning Society: an International Symposium, Launceston, Tasmania, 13-20 June 1998, volume 2. Launceston, Tas. : Centre for Research and Learning in Regional Australia, 1998.

The Rural Extension Centre (REC) of the University of Queensland, Gatton, has a vision which is to enrich rural communities through learning partnerships, and to create, foster and implement collaborative action and learning opportunities through extension training, research, information and education. In this paper an account is given of the setting up of rural community development (RCD) at the REC, incorporating the three areas of university activities: research; teaching; and community service.

Keywords: Conference paper; Rural community; Rural development; Training; Learning; Community development

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

209

TD/TNC 54.108

Turner, Peter; Mulraney, James; Hyde, Susan.

Regional approach to youth unemployment: vocational and enterprise education in partnership with the community.

IN:Learning Communities, Regional Sustainability and the Learning Society: an International Symposium, Launceston, Tasmania, 13-20 June 1998, volume 2. Launceston, Tas. : Centre for Research and Learning in Regional Australia, 1998.

The Northern Adelaide Regional Education Employment and Training (NAREET) network has put structures in place that have actively encouraged educators and trainers at all levels to work collaboratively with community and industry stakeholders to attack constructively the issue of full youth employment. In the disadvantaged area of Northern Adelaide this learning community partnership approach is evolving into a very successful model which could be transmitted to similar communities.

Keywords: Conference paper; Youth; Unemployment; Vocational education; Training; Enterprise

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

210

TD/TNC 54.109

Owen, Christine; Bound, Helen.

Industry learning priorities: challenges for regional Australia in the context of change.

IN:Learning Communities, Regional Sustainability and the Learning Society: an International Symposium, Launceston, Tasmania, 13-20 June 1998, volume 2. Launceston, Tas. : Centre for Research and Learning in Regional Australia, 1998.

This paper reports research in progress into what peak industry bodies perceive their industry's learning needs are, given the challenges and changes facing those industries, and with a particular emphasis of regional Australia. The research was undertaken through a telephone survey of peak employer organisations, unions and Industry Training Advisory Boards (ITABs) across a range of industries. Findings include: that some industries appear to be more cohesive and further developed than others; that changes in the nature of work and work organisations are leading to individuals and groups requiring new skills which include the capacity to be able to work within loosely coupled strategic alliances; that communities of practice and continuous learning are necessary to support this trend; and that these continuous learning skills are going to be more important in the future. Implications and recommendations for further research are outlined.

Keywords: Conference paper; Industry; Learning; Training; Training needs; Further education; Skill development

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

211

TD/TNC 54.110

Australia. Aboriginal and Torres Strait Islander Commission. Office of Public Affairs. (ATSIC)

As a matter of fact: answering the myths and misconceptions about Indigenous Australians.

Woden, ACT: Office of Public Affairs, 1998. 71 p.

This publication is intended by the Aboriginal and Torres Strait Islander Commission (ATSIC) to fill a need for factual information and dispel some of the more common misconceptions about the experiences of Indigenous people over the last 200 years, and about their current situation. There are six main section headings: history; funding; ATSIC; specific programs; land; social attitudes. Each section takes as its starting point one of these common misconceptions, presenting facts and figures and an interpretation of the Indigenous perspective to counter the misconceptions.

Keywords: Aboriginal community; Aboriginal education; Aboriginal employment; History
ISBN: 0642320225

AVAILABLE FROM: Director, Office of Public Affairs, PO Box 17, Woden ACT 2606. Ph: +61 2 6289 3020 or +61 2 6289 3450. Order form available on the Internet: http://www.atsic.gov.au (current at 3 August 1998).
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

212

TD/TNC 54.111
Australia. Ministerial Council on Education, Employment, Training and Youth Affairs. (MCEETYA)
National report on schooling in Australia 1996.
Carlton, Vic.: Curriculum Corporation for the Ministerial Council on Education, Employment, Training and Youth Affairs, [1996]. ix, 241 p.

The purpose of this report is to inform the people of Australia about the schooling that was provided during 1996 to some 3.14 million primary and secondary students. The eleven national goals for schooling are presented, and the first section of the report offers a broad national overview. The second section contains reports from the States and the Commonwealth about their specific objectives for 1996. There is a special focus in this issue on: students' attitudes as they apply to the social objectives of schooling; geographically isolated students; numeracy and science.

Keywords: School; Schooling; Student; Student attitude; Rural student; Rural-urban disparity; Access to education; Numeracy; Science; Vocational education; Curriculum Corporation; Ministerial Council on Education, Employment, Training and Youth Affairs; MCEETYA
ISSN: 1036-0972

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

213

TD/TNC 54.112
Australia. National Campaign Against Violence and Crime. (NCAVAC)
Audit of crime prevention training: stage 1 report.
[Canberra?]: National Campaign Against Violence and Crime, [1997]. 130 p. + appendix

The National Campaign Against Violence and Crime (NCAVAC) and the National Anti-Crime Strategy (NACS) are conducting a joint project aimed at identifying current resources and needs in crime prevention training and developing the skills of those engaged in crime prevention. This document is the report of stage one, an audit of training resources, which analyses in detail defined programs directed toward increasing or enhancing the capacity of people to deliver crime prevention.

Keywords: Crime; Crime prevention; Training; Government policy; Community programme; Law; Research; Social policy; Evaluation
ISBN: 0642283869

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

214

TD/TNC 54.113
Mulcahy, Diane.
Continuity and change in policy and practice: the case of the competently trained.
Hawthorn, Vic.: DVET, [1998]. 19 p.
(Working paper, no. 7)

This paper, prepared for the Second International Conference of the Journal of Vocational Education and Training 'Policy and Practice in Vocational Education and Training', University of Huddersfield, 16-19 July 1997, proposes some new ways of understanding the relationship between policy and practice in vocational education and training (VET) in Australia. Using competency based training as an exemplary case, it argues that contemporary policy making in VET tends to follow a rationalistic logic where things are divided up according to the separate spheres of policy formulation and policy implementation. It is claimed that education and training policy making contains a paradox insofar as it enacts separation of policy and practice worlds while relying upon their inseparability for their success. The conclusion is drawn that contemporary policy making in VET established a partial picture of practice and that dealing with this partiality involves (i) understanding policy in terms of the multiple options it embeds and (ii) reconfiguring the relationship between policy and practice such that their mutual dependence is taken into account.

Keywords: Educational policy; Training policy; Government policy; Policy formation; Competency based training; Vocational education; Training
ISSN: 1329-5837

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

215

TD/TNC 54.114
Blunden, Ralph.
Workplace learning agreements: transforming a traditional practicum.
Hawthorn, Vic.: DVET, 1997. 24 p.
(Working paper, no. 8)

This paper, written early in 1997, reports on 1996 research conducted into the then Graduate Diploma of Education and Training, now the Graduate Diploma in Vocational Education and Training. It does not reflect current practice as changes have occurred since the research was conducted, such changes being outlined in the preface. The paper is distributed because the author believes it contains useful comment on the experience of vocational education and training educators.

Keywords: Vocational education; Training; Vocational teacher; Trainer; Teacher training
ISSN: 1329-5837

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

216

TD/TNC 54.115
James, Pauline.

Learning to reflect: a story of empowerment.

Hawthorn, Vic.: DVET, [1997?]. [17] p.
(Reprint series, no. 8)

This paper presents and analyses a story of empowerment for tradespeople in training as technology studies teachers in secondary schools. In the past, changes in identity required by the transition from manual to mental labour had appeared to be so difficult that negativism and projection characterised these groups, throughout their teacher education program. An action research project, conducted in their Educational Psychology classes, sought to improve this situation, resulting in profound changes in their actions both at the training institution and in their schools. Implications for providing appropriate conditions for reflection and empowerment in teacher education generally are discussed.

Keywords: Vocational education; Secondary school; Vocational teacher; Teacher training; Technical education
ISSN: 1329-5845

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

217

TD/TNC 54.116
Australian National Training Authority. (ANTA)

Quality in VET: principles for vocational education and training.

[Brisbane]: ANTA, 1997. 9 p.

The purpose of this brochure is to offer a brief, comprehensive overview of the development of quality principles in vocational education and training (VET). The 10 key terms used in the brochure are defined, and a snapshot given of the development process. The quality principles that underpin State and Territory quality arrangements are outlined, and a list of State and Territory contacts is provided.

Keywords: Vocational education; Training; Quality

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

218

TD/TNC 54.117
Centre for Research and Learning in Regional Australia. (CRLRA)

Centre for Research and Learning in Regional Australia newsletter.

Launceston: University of Tasmania, 1998.

This newsletter was established by the Centre for Research and Learning in Regional Australia (CRLRA) to support CLRLA in its aim to enhance the effectiveness of learning in regional Australia by conducting and disseminating research. It offers information about the organisation's activities, people and projects, as well as conference news and programs.

Keywords: Newsletter; Regional; Research; Learning; Vocational education; Training

AVAILABLE FROM: Centre for Research & Learning in Regional Australia, University of Tasmania, PO Box 1214, Launceston Tas 7250. Ph: +61 3 6324 3794; Fax: +61 3 6324 3040.

219

TD/TNC 54.118
ACNielsen Research Services.

Research on employer satisfaction with graduate skills: interim report.

Canberra: AusInfo, 1998. viii, 51 p.

This is the interim report to the Dept of Employment, Education, Training and Youth Affairs (DEETYA) of the first stage of a project, the overall aim of which is to conduct a valid and reliable survey of employers to measure their satisfaction with new graduates recruited from both the higher education and the vocational education and training sectors. This interim report offers qualitative information gained from employers concerning their own views and perceptions of the skills they seek when recruiting new graduates, why these skills are important, and whether they perceive there to be any skill deficiencies. This information was gained at a series of group discussions with employers, recruiters of graduates to Federal Government depts, and with graduates. The group discussions were supplemented by one-to-one interviews with representatives from industry associations. Prior to the research, a literature review was conducted, the results of which are contained in an appendix.

Keywords: Vocational education; Training; Higher education; Training course graduate; University graduate; Skill; Employer
ISBN: 0642237697

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

220

TD/TNC 54.119
Andrews, Les; Wu, Tiemin.

Labour market experience of higher education graduates over the last decade.

Canberra: AusInfo, 1998. 47 p. + appendices and tables
(Occasional papers series)

The purpose of this paper is to provide a picture of developments in the Australian labour market and higher education sector since the late 1980s, a period that covers a major change in the supply of graduates onto the labour market as a consequence of moving from a higher education system with relatively small numbers of graduates to a system with a substantial share of the population participating in higher education. It may provide an indication of the longer labour market consequences if current trends in higher education participation continue.

Keywords: Higher education; University graduate; Participation; Labour market; Employment; Occupation; Career pattern

ISBN: 0642237867

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

221

TD/TNC 54.120
Goble, David.

Using the differential aptitude tests for selection and prediction in vocational education and training.

IN: Australian journal of career development. Vol. 7,(1), Autumn 1998, p. 21-23
Camberwell: ACER, 1998.

Differential Aptitude Tests (DAT) were first published in 1947 and were widely standardised in Australia and New Zealand in 1983. They are widely used by guidance counsellors, vocational psychologists, schools and business organisations. This paper reports the findings of a study focusing on the validity of the DTA as a predictor of performance in a post-secondary technical training program.

Keywords: Differential Aptitude Tests; DAT; Vocational education; Training; Psychological test; Psychology
ISSN: 1038-4162

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

222

TD/TNC 54.121
Kronemann, Michaela.

Funding of vocational education and training: research report.

[Victoria]: Australian Education Union, 1996. 58 p.

This research report offers an overview of funding arrangements for vocational education and training (VET) current as at time of publication. The report looks at Commonwealth - State financial relations, the Australian National Training Authority (ANTA) agreement, funding structures and levels, funding models, VET and the Commonwealth Budget 1996-97, the 1996-97 Victorian Budget, and the Modern Australian Apprenticeship and Traineeship System (MAATS). A list of key documents is given, and a list of VET acronyms.

Keywords: Vocational education; Training; Government policy; Educational expenditure; Fund

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

223

TD/TNC 54.122
Australian Education Union. Victorian Branch.

Submission by the Australian Education Union Victorian Branch, July 1997, to the Ministerial Review of the Provision of Technical and Further Education in the Melbourne Metropolitan Area.

[Victoria]: Australian Education Union, 1997. 36 p.

The Australian Education Union (AEU) is, in this document, presenting a submission to the Ministerial Review of the Provision of Technical and Further Education in the Melbourne Metropolitan Area. The submission addresses the targeted 'critical issues' nominated by the Review Committee but also moves beyond the original focus, exploring the issue of the place played by teachers in future reforms to TAFE. The recommendations set out in this paper draw upon the views of, and information gleaned from, a broad range of AEU members presently in teaching and administrative roles in TAFE institutes.

Keywords: Vocational education; Further education; Training; TAFE; TAFE teacher; Educational change

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

224

TD/TNC 54.123
Australian Education Union. (AEU)

Recognising the value of the contribution of Victorian TAFE teachers to the training revolution.

[Australia]: Australian Education Union, 1998. 308 p. + appendices

Beginning in the late 1980s and continuing to the time of writing there is a revolution in the structure and organisation of technical and further education (TAFE). Victoria is in the forefront of this revolution, and Victoria's TAFE teachers have contributed greatly, however salary rates for TAFE teachers in Victoria lag significantly behind those of other states and in actual fact, when inflation is taken into account, have fallen since 1992. This document puts the case for an increase in pay rates for Victorian TAFE teachers, and a new classification structure.

On cover: Submission of the AEU - Victorian Branch to the Australian Industrial Relations Commission concerning the classification structure and rates of pay for Victorian TAFE teachers.

Keywords: Vocational education; Further education; Training; Victoria; TAFE; TAFE teacher; Educational change; Classification

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

225

TD/TNC 54.124
Australian Student Traineeship Foundation. (ASTF)

ASTF guide to VET.

Sydney: Australian Student Traineeship Foundation, 1997. 121 p.

This guide is designed to help school/industry coordinators to find all the information they need to perform their roles successfully. The guide provides introductory information on vocational education and training (VET) and the role of school/industry progams.

Keywords: Vocational education; Training; School; Industry; Training programme; Guide; Australian Student Traineeship Foundation; ASTF
ISBN: 0959861256

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

226

TD/TNC 54.125
Australian National Training Authority. (ANTA)

Australian National Training Authority response to 'Learning for life: review of higher education financing and policy', policy discussion paper.

[Brisbane]: ANTA, 1997. 28 p.

This document is the Australian National Training Authority (ANTA) Board's response to the policy discussion paper 'Learning for life: review of higher education financing and policy: final report' (TD/TNC 53.20) released by the Review of Higher Education Financing and Policy Committee, a paper often referred to as the West Report or the West Review. While the ANTA Board supports a number of aspects of the discussion paper, its overriding concern is that the emphasis of the discussion paper is overwhelmingly on the higher education sector, and that the vocational education and training perspective has not been adequately incorporated into the discussion paper.

Keywords: Higher education; Vocational education; Training; Educational policy; Government policy; Financial policy; Social policy

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

227

TD/TNC 54.126
Sheldrake, Peter.

Great expectations: education and the world of work.

1997. Unpublished. 15 p.

This paper resulted from the 1997 A.W. Jones Lecture, Adelaide, 26 March 1997, delivered by the author. It addresses the expectations of students as they enter and leave the educational system with a specific focus on the relationship between education and work. The changes that have taken place and that continue to take place in the world of work are discussed, and the author offers a projection of the skills that will be necessary for the future. Competency based training, economic rationalism and equality of opportunity are touched on and the conclusion that an educational system that develops a full range of the skills needed by society, and which encourages the diversity of interests and capacities of individual students may well represent the best investment in social and intellectual capital for the future.

Keywords: Education; Educational system; Educational policy; Transition from school to work; Skill

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

228

TD/TNC 54.127
Australia. House of Representatives. Standing Committee on Employment, Education and Training.

Today's training, tomorrow's skills: report by the House of Representatives Standing Committee on Employment, Education and Training.

[Canberra]: The Committee, 1998. 124 p.

This inquiry by the House of Representatives Standing Committee on Employment, Education and Training has sought to examine the role of TAFE in contemporary Australia and its sometimes uneasy relationship with universities. While focusing on the role of TAFE and its relationship with universities, the inquiry also found an equally important interface in need of further examination, that between secondary education and TAFE.

Keywords: Vocational education; Training; TAFE; Government policy; Training market; Australian National Training Authority; ANTA; Flexible delivery; Higher education; University; Articulation; Secondary school; Adult education; Community education
ISBN: 0642374899

AVAILABLE FROM: This document is available via the World Wide Web. The address for a link to the contents page is: **http://www.aph.gov.au/house/committee/eet/tafes/report/contents.htm** (current at 13 August 1998); and the address for the index page of the Standing Committee on Employment, Education and Training is: **http://www.aph.gov.au/house/committee/eet/index.htm** (current at 14 August 1998). A copy of the document may be requested by emailing: **eet.reps@aph.gov.au** (current 14 August 1998).
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

229

TD/TNC 54.128
Rutherford, Phillip D.

Competency-based assessment: the assessors guide.

South Melbourne, Vic.: Pitman Publishing, 1996.
1 ring binder (various pagings)

This document is a hands-on guide to competency based assessment. It provides an overview of the competency based system in Australia, and the ways in which skills and knowledge of employees at all levels can be improved and enhanced.

Keywords: Competency based assessment; Industry; Guide; Manual

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

230

TD/TNC 54.129
Milliken, Noelene.
Working together to bring about cultural change.
7th Annual VET Researchers Conference, Charles Sturt University: Wagga Wagga, Vic., 14-17 July 1998
1998. Unpublished. 6 p.

This paper is based on research entitled 'Open door teaching: the impact of the course Working Together on vocational education and training'. One of the findings of that research was that the training program acted as a catalyst and brought about the unexpected outcome of changing the teaching and learning culture of the vocational teachers participating in the program. This finding is explored further in this paper.

Keywords: Vocational education; Training; Research; Vocational teacher; Teaching; Learning

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

231

TD/TNC 54.130
National Centre for Vocational Education Research. (NCVER)
1997 TAFE graduate destination survey: state report: South Australia, October 1997.
Turner, ACT: NCVER, 1997.
iii, 83 p. + appendices

This report contains the result for South Australia from the 1997 Technical and Further Education (TAFE) Graduate Destination Survey (GDS), conducted by Reark Research on behalf of the National Centre for Vocational Education Research (NCVER) for the National Advisory Committee on Vocational Education and Training Statistics (NACVETS). The survey was funded by the Australian National Training Authority (ANTA)

Nationally the survey involved sending a questionnaire to all graduates (110,409) at a State-funded TAFE institute in Australia in 1996 who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration and had an Australian address as their usual address. A total of 60,746 graduates responded, a national response rate of 55.0 percent. Of the total number of graduates, 9592 were from South Australia, and 5180 responded, a response rate of 54.0 percent.

The aim of the 1997 GDS was to measure vocational education and training (VET) graduates' employment, further study destinations and opinions of courses completed.

A detailed description of the 1997 survey methodology, a glossary and fieldwork materials (including the questionnaire) are contained as appendices to this report.

Keywords: South Australia; Questionnaire; Survey; TAFE; Graduate; Employment; Graduate Destination Survey; GDS; Reark Research; National Centre for Vocational Education Research; NCVER; National Advisory Committee on Vocational Education and Training Statistics; NACVETS; Australian National Training Authority; ANTA

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

232

TD/TNC 54.131
National Centre for Vocational Education Research. (NCVER)
1997 TAFE graduate destination survey: state report: Tasmania, October 1997.
Turner, ACT: NCVER, 1997.
iii, 80 p. + appendices

This report contains the result for Tasmania from the 1997 Technical and Further Education (TAFE) Graduate Destination Survey (GDS), conducted by Reark Research on behalf of the National Centre for Vocational Education Research (NCVER) for the National Advisory Committee on Vocational Education and Training Statistics (NACVETS). The survey was funded by the Australian National Training Authority (ANTA).

Nationally the survey involved sending a questionnaire to all graduates (110,409) at a State-funded TAFE institute in Australia in 1996 who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration and had an Australian address as their usual address. A total of 60,746 graduates responded, a national response rate of 55.0 percent. Of the total number of graduates 1785 were from Tasmania, 1021 responded, a response rate of 57.2 percent.

The aim of the 1997 GDS was to measure vocational education and training (VET) graduates' employment, further study destinations and opinions of courses completed.

A detailed description of the 1997 survey methodology, a glossary and fieldwork materials (including the questionnaire) are contained as appendices to this report.

Keywords: Tasmania; Questionnaire; Survey; TAFE; Graduate; Employment; Graduate Destination Survey; GDS; Reark Research; National Centre for Vocational Education Research; NCVER; National Advisory Committee on Vocational Education and Training Statistics; NACVETS; Australian National Training Authority; ANTA

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

233

TD/TNC 54.132
National Centre for Vocational Education Research. (NCVER)
1997 TAFE graduate destination survey: territory report: Northern Territory, October 1997.
Turner, ACT: NCVER, 1997.
iii, 79 p. + appendices

This report contains the result for the Northern Territory from the 1997 Technical and Further Education (TAFE) Graduate Destination Survey (GDS), conducted by Reark Research on behalf of the National Centre for Vocational Education Research (NCVER) for the National Advisory

Committee on Vocational Education and Training Statistics (NACVETS). The survey was funded by the Australian National Training Authority (ANTA)

Nationally the survey involved sending a questionnaire to all graduates (110,409) at a State-funded TAFE institute in Australia in 1996 who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration and had an Australian address as their usual address. A total of 60,746 graduates responded, a national response rate of 55.0 percent. Of the total number of graduates 972 were from the Northern Territory, 518 responded, a response rate of 53.3 percent.

The aim of the 1997 GDS was to measure vocational education and training (VET) graduates' employment, further study destinations and opinions of courses completed.

A detailed description of the 1997 survey methodology, a glossary and fieldwork materials (including the questionnaire) are contained as appendices to this report.

Keywords: Northern Territory; Questionnaire; Survey; TAFE; Graduate; Employment; Graduate Destination Survey; GDS; Reark Research; National Centre for Vocational Education Research; NCVER; National Advisory Committee on Vocational Education and Training Statistics; NACVETS; Australian National Training Authority; ANTA

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

234

TD/TNC 54.133
National Centre for Vocational Education Research. (NCVER)
1997 TAFE graduate destination survey: state report: New South Wales, October 1997.
Turner, ACT: NCVER, 1997.
iii, 82 p. + appendices

This report contains the result for New South Wales from the 1997 Technical and Further Education (TAFE) Graduate Destination Survey (GDS), conducted by Reark Research on behalf of the National Centre for Vocational Education Research (NCVER) for the National Advisory Committee on Vocational Education and Training Statistics (NACVETS). The survey was funded by the Australian National Training Authority (ANTA)

Nationally the survey involved sending a questionnaire to all graduates (110,409) at a State-funded TAFE institute in Australia in 1996 who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration and had an Australian address as their usual address. A total of 60,746 graduates responded, a national response rate of 55.0 percent. Of the total number of graduates, 54,756 were from New South Wales, 30,237 responded, a response rate of 55.2 percent.

The aim of the 1997 GDS was to measure vocational education and training (VET) graduates' employment, further study destinations and opinions of courses completed.

A detailed description of the 1997 survey methodology, a glossary and fieldwork materials (including the questionnaire) are contained as appendices to this report.

Keywords: New South Wales; Questionnaire; Survey; TAFE; Graduate; Employment; Graduate Destination Survey; GDS; Reark Research; National Centre for Vocational Education Research; NCVER; National Advisory Committee on Vocational Education and Training Statistics; NACVETS; Australian National Training Authority; ANTA

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

235

TD/TNC 54.134
National Centre for Vocational Education Research. (NCVER)
1997 TAFE graduate destination survey: state report: Western Australia, October 1997.
Turner, ACT: NCVER, 1997.
iii, 83 p. + appendices

This report contains the result for Western Australia from the 1997 Technical and Further Education (TAFE) Graduate Destination Survey (GDS), conducted by Reark Research on behalf of the National Centre for Vocational Education Research (NCVER) for the National Advisory Committee on Vocational Education and Training Statistics (NACVETS). The survey was funded by the Australian National Training Authority (ANTA)

Nationally the survey involved sending a questionnaire to all graduates (110,409) at a State-funded TAFE institute in Australia in 1996 who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration and had an Australian address as their usual address. A total of 60,746 graduates responded, a national response rate of 55.0 percent. Of the total number of graduates, 8494 were from Western Australia, 4597 responded, a response rate of 54.1 percent.

The aim of the 1997 GDS was to measure vocational education and training (VET) graduates' employment, further study destinations and opinions of courses completed.

A detailed description of the 1997 survey methodology, a glossary and fieldwork materials (including the questionnaire) are contained as appendices to this report.

Keywords: Western Australia; Questionnaire; Survey; TAFE; Graduate; Employment; Graduate Destination Survey; GDS; Reark Research; National Centre for Vocational Education Research; NCVER; National Advisory Committee on Vocational Education and Training Statistics; NACVETS; Australian National Training Authority; ANTA

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for

Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

236

TD/TNC 54.135
National Centre for Vocational Education Research. (NCVER)
1997 TAFE graduate destination survey: state report: Queensland, October 1997.
Turner, ACT: NCVER, 1997.
iii, 82 p. + appendices

This report contains the result for Queensland from the 1997 Technical and Further Education (TAFE) Graduate Destination Survey (GDS), conducted by Reark Research on behalf of the National Centre for Vocational Education Research (NCVER) for the National Advisory Committee on Vocational Education and Training Statistics (NACVETS). The survey was funded by the Australian National Training Authority (ANTA)

Nationally the survey involved sending a questionnaire to all graduates (110,409) at a State-funded TAFE institute in Australia in 1996 who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration and had an Australian address as their usual address. A total of 60,746 graduates responded, a national response rate of 55.0 percent. Of the total number of graduates, 10,467 were from Queensland, 5596 responded, a response rate of 53.5 percent.

The aim of the 1997 GDS was to measure vocational education and training (VET) graduates' employment, further study destinations and opinions of courses completed.

A detailed description of the 1997 survey methodology, a glossary and fieldwork materials (including the questionnaire) are contained as appendices to this report.

Keywords: Queensland; Questionnaire; Survey; TAFE; Graduate; Employment; Graduate Destination Survey; GDS; Reark Research; National Centre for Vocational Education Research; NCVER; National Advisory Committee on Vocational Education and Training Statistics; NACVETS; Australian National Training Authority; ANTA

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

237

TD/TNC 54.136
National Centre for Vocational Education Research. (NCVER)
1997 TAFE graduate destination survey: state report: Victoria, October 1997.
Turner, ACT: NCVER, 1997.
iii, 46 p. + appendices.

This report contains the result for Victoria from the 1997 Technical and Further Education (TAFE) Graduate Destination Survey (GDS), conducted by Reark Research on behalf of the National Centre for Vocational Education Research (NCVER) for the National Advisory Committee on Vocational Education and Training Statistics (NACVETS). The survey was funded by the Australian National Training Authority (ANTA)

Nationally the survey involved sending a questionnaire to all graduates (110,409) at a State-funded TAFE institute in Australia in 1996 who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration and had an Australian address as their usual address. A total of 60,746 graduates responded, a national response rate of 55.0 percent. Of the total number of graduates, 22,116 were from Victoria, 12,307 responded, a response rate of 55.6 percent.

The aim of the 1997 GDS was to measure vocational education and training (VET) graduates' employment, further study destinations and opinions of courses completed.

A detailed description of the 1997 survey methodology, a glossary and fieldwork materials (including the questionnaire) are contained as appendices to this report.

Keywords: Victoria; Questionnaire; Survey; TAFE; Graduate; Employment; Graduate Destination Survey; GDS; Reark Research; National Centre for Vocational Education Research; NCVER; National Advisory Committee on Vocational Education and Training Statistics; NACVETS; Australian National Training Authority; ANTA

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

238

TD/TNC 54.137
National Centre for Vocational Education Research. (NCVER)
1997 TAFE graduate destination survey: territory report: Australian Capital Territory, October 1997.
Turner, ACT: NCVER, 1997.
iii, 46 p. + appendices.

This report contains the result for the Australian Capital Territory from the 1997 Technical and Further Education (TAFE) Graduate Destination Survey (GDS), conducted by Reark Research on behalf of the National Centre for Vocational Education Research (NCVER) for the National Advisory Committee on Vocational Education and Training Statistics (NACVETS). The survey was funded by the Australian National Training Authority (ANTA)

Nationally the survey involved sending a questionnaire to all graduates (110,409) at a State-funded TAFE institute in Australia in 1996 who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration and had an Australian address as their usual address. A total of 60,746 graduates responded, a national response rate of 55.0 percent. Of the total number of graduates, 2227 were from the Australian Capital Territory, 1290 responded, a response rate of 55.9 percent.

The aim of the 1997 GDS was to measure vocational education and training (VET) graduates' employment, further study destinations and opinions of courses completed.

A detailed description of the 1997 survey methodology, a glossary and fieldwork materials (including the questionnaire) are contained as appendices to this report.

Keywords: Australian Capital Territory; Questionnaire; Survey; TAFE; Graduate; Employment; Graduate Destination Survey; GDS; Reark Research; National Centre for Vocational Education Research; NCVER; National Advisory Committee on Vocational Education and Training Statistics; NACVETS; Australian National Training Authority; ANTA

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

VICTORIA

239

TD/VIC 54.01

Victoria. Barton Institute of TAFE.

Managing diversity: a guide to implementation.

Melbourne: Office of Training and Further Education, 1998.
72 p. (in folder) + disk

This publication has been developed to support the implementation of the Managing Diversity Policy which was launched in November 1996 in Victoria. Some of the key themes include valuing and affirming the diversity of Victoria's population and developing more access to and participation in, vocational and further education. The policy is client-centred, underlining the importance of actively investigating and responding to client needs and preferences for the provision of learning opportunities. Unlike previous strategies for managing diversity which tended to focus on individuals as members of equity groups, the policy places a special emphasis on vocational and further education clients as individuals.

Keywords: Educational policy; Access to education; Equal opportunity; Victoria
ISBN: 0730690369

AVAILABLE FROM: Pam Caven, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001. Ph: +61 3 9637 2799. Cost: Gratis. Also available on the Internet at: **http://www.otfe.vic.gov.au/planning/mandiv**
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

240

TD/VIC 54.02

Vision for training and further education in Victoria: vision statement.

Melbourne: State Training Board of Victoria, 1998. 11 p.

This strategic vision was developed by the State Training Board from a systematic consideration of current strategies and emerging trends of training and further education. The Board also considered alternative scenarios about the future, to assist in understanding future uncertainties and in developing strategies that would be effective in the future. The Board believes that the vision will provide a basis for leadership and direction in the development of detailed policies, strategies, action plans and services across the Victorian training system for the next five years.

Keywords: Vocational education; Further education; Technical education; TAFE; Future
ISBN: 0731109163

AVAILABLE FROM: Ken Griffith, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001. Ph: +61 3 9637 2659. Cost: Gratis. Also available on the Internet at: **http://www.otfe.vic.gov.au/planning/visions/index.htm**
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

241

TD/VIC 54.03

Vision for training and further education in Victoria: scenarios.

Melbourne: State Training Board of Victoria, 1998. 20 p.

Nowadays approaches to strategy making and strategic planning operate under conditions of extreme uncertainty. A three stage review of strategic directions was carried out by the Office of Training and Further Education. Stage One involved scanning the internal and external environment to identify major change factors and themes. Stage Two involved the preparation of alternative views of the future under different assumptions (scenarios) to provide a background for the Board and the OTFE to develop a vision and strategies. Stage Three involved the development of strategies for the future.

Keywords: Vocational education; Further education; Technical education; Training; Future
ISBN: 0731109147

AVAILABLE FROM: Ken Griffith, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001. Ph: +61 3 9637 2659. Price: Gratis. Also available on the Internet at: **http://www.otfe.vic.gov.au/planning/visions/index.htm**
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

242

TD/VIC 54.04

Small business: move ahead with TAFE.

Melbourne: Office of Training and Further Education, 1998. 1 brochure

Victoria's network of public and private TAFE training providers offers small businesses technical knowledge and business expertise. All TAFE trainers have extensive industry experience and academic qualifications. They can assist you with advice unique to the industry in which your business operates. TAFE offers training courses which can be tailored to suit business needs, and offer additional services to small businesses.

Keywords: Vocational education; Vocational training; Small business; Management; TAFE

AVAILABLE FROM: John Coburn, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001. Ph: +61 3 9637 2808. Cost: Gratis.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

243

TD/VIC 54.05

Natarajan, Lalitha; Misson, Edmund.

Apprenticeships and traineeships: Victorian trends.

Melbourne: State Training Board of Victoria, 1998. viii, 38 p.

This report examines trends in apprentice and traineeship training in Victoria to assist the development of strategies for the implementation of the New Apprenticeship reforms. This report provides a picture of apprenticeships and traineeships in Victoria prior to the introduction of New Apprenticeships on 1 January 1998. Ongoing monitoring of these trends will be required to indicate whether existing reforms have been sufficient to address the recent decline in apprenticeship training. An accurate idea of trends will also allow further government interventions to be targeted to areas where they are needed to encourage employers to embrace training.

Keywords: Apprenticeship; Vocational training; Traineeship; Victoria
ISBN: 0731108922

AVAILABLE FROM: Edmund Misson, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001. Ph: +61 3 96372653. Cost: Gratis. Also available on the Internet at: **http://www.otfe.vic.gov.au/ind_info/invest/index.htm**
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

244

TD/VIC 54.06

Cleary, Mitch; Nicholls, Rosemary.

Understanding and improving student completion in the State Training System: a discussion paper.

Melbourne: Office of Training and Further Education, 1998. 24 p.

This discussion paper forms part of the OTFE project "Understanding and improving training module completion'. The project aims to identify reasons for student non-completion of VET modules, examine strategies for the monitoring of completion data, consider strategies to improve completions and explore how data could be better understood and used effectively to assist improvement strategies.

Keywords: Training system; Student retention; Dropout; Training participation rate; Participation

AVAILABLE FROM: This discussion paper is available on the Internet at: **http://www.otfe.vic.gov.au/vet_vic/mlcr.htm**
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

245

TD/VIC 54.07

Bradshaw, Delia. (Ed.)

Knowledge of texts: theory and practice in critical literacy.

Melbourne: Language Australia, 1998. iii, 118 p.

Knowledge of texts is a collection of papers illustrating different perspectives on critical literacy, ranging from more theoretical papers, to examples of critical approaches in adult contexts and also critical literacy in teacher education.

Keywords: Literacy; Reading; Adult education; Victoria
ISBN: 1875578811

AVAILABLE FROM: Language Australia, GPO Box 372F, Melbourne Vic. 3001. Ph: +61 3 9614 0255. Cost: $22.00 + postage.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

246

TD/VIC 54.08

Bob Marshman & Associates.

Employment of apprentices: on the brink of crisis.

Melbourne: Bob Marshman & Associates, 1998. 3 v.

This report highlights a number of issues including a trend of significant downturn in the employment of engineering apprentices, a lack of quality applicants for apprenticeship vacancies and a poor perception of the industry in the community. The report recommends a campaign to improve the image of manufacturing and recognise its importance to the Victorian economy. The main practical recommendation is for a network of engineering high schools offering clear paths into the industry and providing students with basic vocational skills. The report also proposes an urgent review of New Apprenticeships to ensure they are relevant to specific industries, and incentives for employers to employ a small group of high achievers as apprentices.

Vol.1 Analysis conclusions and recommendations; Vol.2 Selected statistics; Vol.3 Consultation: summary of discussions

Keywords: Apprenticeship; On-the-job training; Off-the-job training; Traineeship; Victoria

AVAILABLE FROM: Shelley Williams, Engineering Skills Training Board (Vic.), PO Box 1276 Collingwood, Vic. 3066. Ph: +61 3 9417 2277. Cost: $20.00 + postage.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

247

TD/VIC 54.09

Information booklet for private training providers: 1998 government funded training program.

Melbourne: Office of Training and Further Education, 1998. 23 p.

This information booklet attempts to answer some of the most frequently asked questions regarding the Government Funded Training Program which includes the Priority Education Training Program, the Access Training Program, and the New Apprenticeship Training Program (traineeships and apprenticeships). This booklet is only a guide and does not replace or override any portion of your performance and funding agreement.

Keywords: Vocational education; Vocational training; Private training provider; Training market

AVAILABLE FROM: Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001. Ph: +61 3 9637 2707. Cost: Gratis (limited supply).
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

248

TD/VIC 54.10

1999 priority education and training program: tender documentation.

Melbourne: Office of Training and Further Education, 1998. vi, 108 p.

The purpose of this tender documentation is to explain the tender process for the allocation of funding to registered training organisations under the Priority Education and Training Program (PETP). This documentation also describes the terms and conditions of the tender and provide the tender application form to be used. This Priority Education and Training Program is the tendered component of the 1999 Government funded training program.

Keywords: Vocational training; Vocational education; Contract; Victoria; TAFE

AVAILABLE FROM: Chris Langdon, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001. Ph: +61 3 9637 2742. Cost: Gratis.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

249

TD/VIC 54.11

Planning guide for providers of training and further education in Victoria 1999-2001.

Melbourne: Office of Training and Further Education, 1998. 131 p.

With the introduction of the New Apprenticeship system including user choice in 1998, reform of the training and further education system entered a new phase. The major focus of these reforms is on training delivery more finely tuned to the needs of employers and employees within industries and enterprises, the expansion of the competition training market and the strengthening of the move towards the flexible delivery of our products and services. The purchase of training will be based upon industry advice, the outcomes of past performance monitoring of contracted delivery by providers, local market research regarding industry and individual needs, from Victorian Government industry priorities and appropriate economic forecasting models. These significant changes are intended to promote a more flexible State Training System. The most comprehensive part of the guide is the training advice provided by industry including a list of sources of industry advice.

Keywords: Planning of training; Vocational training; Strategic planning; Vocational education; Training system; Victoria
ISBN: 0730690717

AVAILABLE FROM: Ruth Fowler, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001. Ph: +61 3 9637 2841. Cost: Gratis.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

250

TD/VIC 54.12

Staff training and development in the TAFE sector of the State Training System.

Melbourne: Office of Training and Further Education, 1997. 4 v.

This report summarises the research for two seperate but related projects which were conducted simultaneously into staff training and development in the TAFE sector of the State Training System of Victoria in late 1996. The first project titled Staff development research project no.1 was an examination of enterprise based staff training and development in TAFE institutes/colleges. The second project titled Staff development research project no.2 (private training effort) was an investigation of the training actively undertaken by TAFE staff for themselves as private individuals. The results of these investigations are contained in Vol.2 Enterprise based staff training and development in the TAFE sector of the State Training System in Victoria and Vol.3 The private education and training undertaken by Victorian TAFE staff. Vol.4 contains details of methodology for both projects, and a set of recommendations for replicating the study. Vol.1 is a summary of the projects.

Vol.1 Summary — Vol.2 Enterprise based — Vol.3 Private training — Vol.4 Research design

Keywords: Staff development; Development policy; Vocational education; Vocational training; Training; Victoria; Staff

AVAILABLE FROM: Ian Gribble, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001. Ph: +61 3 9637 2698. Cost: Gratis.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

251

TD/VIC 54.13

Pathways to opportunities: business services.

Melbourne: Office of Training and Further Education, 1998. 18 p.

This booklet uses real life examples of people in the industry who have used Pathways to succeed. Many are young people, but there are older people too who are looking for a new career. There is also a section for you to develop your own business services Pathway. The business services sector works closely with educational institutions like schools, public and private providers of technical and further education, and universities to develop the best possible training programs. The programs have been developed to help people move from one position to another, to build on the knowledge and the experience they already have from school or TAFE or work. The connections between them are called Pathways.

Keywords: Transition from school to work; Youth employment; Vocational training; Business school; Business economics

AVAILABLE FROM: This document appears in electronic form on the Internet at: **http://www.otfe.vic.gov.au/studinfo/pathways**
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

252

TD/VIC 54.14

Pathways to opportunities: community services and health.

Melbourne: Office of Training and Further Education, 1998. 18 p.

The community services and health industries work closely with educational institutions like schools, TAFE and universities to develop the best possible training programs. The programs are designed to help people move from one position to another, and to build on the knowledge and experience they already possess. The connections between them are called Pathways. This booklet uses real life examples of people in the industry who have used the Pathways to succeed. There is also a section for you to develop your own community and health pathway.

Keywords: Community service; Community organisation; Health education; Occupational training; Vocational training

AVAILABLE FROM: This document appears in electronic form on the Internet at: **http://www.otfe.vic.gov.au/studinfo/pathways**
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

253

TD/VIC 54.15

Pathways to opportunities: information technology.

Melbourne: Office of Training and Further Education, 1998. 18 p.

The information technology industry is an exciting and ever changing industry which impacts on most other industries. The rapid advance of technology, the rise of the Internet, and overall growth of the economy has meant that there is now a world wide shortage of skilled information technology staff. Training makes a great difference to opportunities and employers all over Australia recognise them. This booklet uses real life examples of people in the industry who have used the Pathways of education, training and experience to succeed. There is also a section for you to develop your own information technology Pathway.

Keywords: Information technology; Vocational education; Computer industry; Victoria; Vocational training

AVAILABLE FROM: This document appears in electronic form on the Internet at: **http://www.otfe.vic.gov.au/studinfo/pathways**
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

254

TD/VIC 54.16

Victoria. Adult, Community and Further Education Board. (ACFEB)

Taking ACE to the year 2000: a vision.

Melbourne: Adult, Community and Further Education, 1998. 7 p.

This document sets out the strategies that the Adult, Community and Further Education (ACFE) Board believes will be necessary if the adult and community education (ACE) sector is to continue to thrive into the next century. Emerging trends and drivers of adult education in the community have been considered whilst developing the plan. The vision is lifelong learning opportunities to the adult and community education sector generating educated, empowered citizens, and a stronger Victorian community. The mission is to lead vigorous development of lifelong learning in the community so that more people can realise their potential as individuals, citizens and workers.

Keywords: Adult education; Community; Further education; Technical education; Victoria
ISBN: 0731118049

AVAILABLE FROM: Mark Morrissey, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001. Ph: +61 3 9637 2692. Also available on the Internet at: **http://www.otfe.vic.gov.au/planning/visions/index.htm**
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

255

TD/VIC 54.17

New apprenticeships in Victoria.

Melbourne: Office of Training and Further Education, 1998. 2 v.

In volume 1, new apprentices in different jobs speak about their experiences and tell you how they got into new apprenticeship and what they like about it. In volume 2 employers across a wide range of industries speak of the benefits New Apprentices bring to their business including work cover and training incentives, flexible training arrangements to fit in with their business, choice of training provider, training for their business needs, enthusiasm and new ideas.

Vol.1 Apprentices tell why — Vol.2 Employers tell why

Keywords: Apprentice; Apprenticeship; Victoria; Vocational training; On-the-job training

AVAILABLE FROM: Clive Langdon, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001. Ph: +61 3 9637 2793. Cost: Gratis.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

WESTERN AUSTRALIA

256

TD/WA 54.01

Tate, Peter.

Report on security industry training: case study of an emerging industry.

[Brisbane]: ANTA, c1997. [118] p. + appendices

This report presents the results of a research project conducted in 1995 to identify training issues relevant to new industries.

The project was performed as a case study of the emerging security industry. The industry was seen to lack an integrated industry structure, have no formal, integrated career model, have poorly defined occupation profiles, and to have no industry training system. Although the security industry had responded well to the demand for security products and services, the vocational education and training sector, in general, had failed to identify this emerging industry and had not responded to its training needs in a sustained and coherent manner.

The methodologies, findings and recommendations of this case study have significant application to the broader issue of how best to identify and analyse other emerging industries and set in plan structures and procedures that will meet the vocational education and training needs of such industries.

Keywords: Crime prevention; Training needs; Vocational training; Security industry; Training; Security guard; Vocational education; Western Australia; Western Australia. Dept of Training

AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005.
Ph: +61 8 9227 3293; Fax: +61 8 9227 3355.
Interlibrary loan.

257

TD/WA 54.02
Smart, Don; Volet, Simone; Ang, Grace.

Asia literacy and vocational education and training: tracking the views of Australian business.

East Perth, WA: Western Australian Dept of Training, c1996. x, 89 p.

This publication is extracted from a larger report, 'Asia literacy: implications for the vocational education and training sector'.

The primary objective of this study was to assess the demand by export-oriented enterprises for training in Asia literacy to assist the vocational education and training sector in determining how best it might respond.

The report is divided into three parts: Part I consists of a literature review and telephone interviews with relevant TAFE personnel; Part II consists of an industry survey and analysis, supported by selected business interviews , and a newspaper survey of advertised vacancies; and Part III summarises the findings of the study and presents some concluding remarks.

The findings reveal a significant increase in the number of export oriented companies (including TAFE colleges) moving into the Asia-Pacific market and an increasing awareness of the relationship between Asia literacy and export success.

Keywords: Asia; Literacy; Vocational education; Vocational training; Industry; Training needs; Australia; Survey; Australian National Training Authority; ANTA

AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355.
Interlibrary loan.

258

TD/WA 54.03
Metals Manufacturing and Services Industry Training Council.

Western Australian training guide to the implementation of Metal and Engineering Industry National Competency Standards: the step to effective implementation.

[Perth]: The Council, 1997. 42 p.

This guide outlines information related to the Metal and Engineering Industry National Competency Standards and provides relevant examples on how to assess the skills and training needs of employees in the workplace. It uses a step-by-step approach and outlines how the standards relate to the National Metal and Engineering Curriculum (NMEC) modules and assists in: the identification of the skills already available in the workplace; the identification of the skills the workplace needs, both now and for future growth; the development of training that is aligned with the Western Australian Metal Trades (General) Award; the identification of the training requirements for the workplace; and the identification of typical apprenticeship programs in a range of metal and engineering occupations. The steps described in this guide are supported by the Chamber of Commerce and Industry of Western Australia and the Australian Manufacturing Workers Union as being an appropriate approach for the implementation of Metal and Engineering Standards in Western Australia.

Keywords: Metalworking industry; Engineering; Skill development; Training needs; Competency standard; Apprenticeship; Competency based training; Competency based assessment; Skills audit; Guide

AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355.
Interlibrary loan.

259

TD/WA 54.04
Western Australia. Dept of Training.

1996 Western Australian graduate satisfaction and destination survey, Western Australia.

Perth: Western Australian Dept of Training, 1997. [65] p.

This document provides an analysis of the results of the 1996 Western Australian graduate satisfaction and destination survey for the state of Western Australia at the state level. The objective of the survey was to gather up-to-date information on graduate satisfaction with the quality and relevance of TAFE training, and information on graduate outcomes, such as their employment status and further study intentions. The questionnaire contained seven sections and was designed in consultation with stakeholders. The methodology included an initial mail out of questionnaires to all TAFE graduates who completed their course in 1995, followed by a reminder mail out and targeted telephone interviewing. In total, 4166 graduates responded to the survey statewide, a response rate of 52 percent. Overall, the survey findings were very positive and confirmed that the colleges in WA provide high quality vocational education and training. Appendices include the survey form, the reminder letter and the response rate summary.

Keywords: Outcome of education; College graduate; Educational indicator; TAFE; Satisfaction; Survey; Questionnaire; Vocational education; Vocational training

AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

260

TD/WA 54.05

English, Brian; Cummings, Rick.

Survey of vocational education and training delivery in rural and remote Western Australia: final report.

[Murdoch, W.A.]: Murdoch University, 1997. xviii, 155 p.

This survey was commissioned by the Western Australian (WA) Dept of Training with three specific purposes: to identify and evaluate the outcomes derived from the WA Dept of Training's investment in rural and remote areas; to assist vocational education and training (VET) providers by gathering useful qualitative information which they could use to further develop their services and products; and to advise on changes and development that may be implemented to enhance the VET training market. The terms of reference included: range and type of VET services; future plans: customer focus; access and participation; cost-benefit analysis relating to contemporary modes of service delivery; performance measures; and outcomes of VET. The survey found that overall, the WA Dept of Training has been successful at developing a diverse and competitive training market in rural and remote WA; that although the provision of VET in regional WA is not particularly client focused there is a view among providers and customers that the situation is improving; and that student outcomes in regional WA compare very favourably to metropolitan and national benchmarks. A number of conclusions emerged from the survey data relating to range and type of services with a number of recommendations being made.

Keywords: Rural education; Delivery system; Vocational education; Vocational training; Training needs; Access to education; Programme effectiveness; Student; TAFE; Private training provider; Western Australia. Dept of Training

AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

261

TD/WA 54.06

Western Australia. Dept of Training.

Student satisfaction census, 1997, Western Australia.

[Perth]: Western Australian Dept of Training, [1998]. 60 leaves

This census was conducted to measure the extent to which student satisfaction had changed since the last survey in 1995, to gather information for benchmarking purposes and to assist in quality assurance improvements. It was the first time a full census of students had been conducted. Its objective was to obtain current students' views on the quality and relevance of vocational education and training (VET) services in Western Australia (WA), to improve the system's ability to respond to the current and future needs of students. The questionnaire contained six sections, which covered demographics and other student details, course information, course satisfaction, employment status, future study intentions and additional comments. The methodology included an initial mail out to all TAFE/VET students who enrolled in the First Semester and then re-enrolled in Second Semester 1997. A total number of 37,150 students received census forms at fifteen WA colleges. The response rate for the State was 52.2 percent compared to 30 percent in 1995. Overall, the majority of students were satisfied with their course. However additional comments showed that there is scope for improvement with regard to specific issues.

Keywords: Census; Client satisfaction; Programme effectiveness; Survey; Questionnaire; Data analysis; TAFE student; Vocational education; Vocational training; Course evaluation

AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

262

TD/WA 54.07

Public Administration Industry Training Council of WA.

Skill shortages in W.A. public sector frontline managers: final report.

[Perth]: Public Administration Training Council of WA, [1997]. 1 v. (various pagings)

The purpose of this project was to conduct a strategic study to determine State Public Service frontline management skill needs in relation to the recommendations of the Karpin Report (TD/TNC 43.53). The information gained on skill shortages and education and training priorities will be made available through the Public Administration Industry Training Council (ITC) for utilisation by the National Industry Training Advisory Boards (ITABs) covering the Public Administration Industry, the Australian National Training Authority (ANTA) and the Western Australian Dept of Training, to be used in their planning strategies and in the effective implementation of the national training package for frontline managers.

Keywords: Skill shortage; Data collecting; Public administration; Training needs; Frontline Management Initiative; FMI; Educational needs; Public sector; Manager

AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.
Other sources: Public Administration ITC of WA Inc, 1st Floor, 565 Hay Street, Perth WA 6000. Fax: +61 8 9221 4470. Cost: $5.

263

TD/WA 54.08
Public Administration Industry Training Council of WA.

Public administration industry 1998 industry training plan (1999-2001).

Perth: The Council, 1997. 88, xlvi p.

This plan provides an overview of the Public Administration Industry Training Council, lists its major achievements and assesses the changing environment of its sectors and their future training needs. It is divided into three parts. Part One is designed to provide an analytical report on the industry, identifying industry trends and training requirements. Part Two is designed to consolidate the information contained in Part One into a series of proformas for the Western Australian Dept of Training. Part Three is a summary of key priorities for the industry and is designed for the wider vocational education and training audience.

Keywords: Public administration; Industry Training Council; ITC; Training policy; Training needs; Training needs analysis; Planning of training; Vocational training

AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.
Other sources: Public Administration ITC of WA Inc, 1st Floor, 565 Hay Street, Perth WA 6000. Fax: +61 8 9221 4470. Copies available on disk, cost: $10.

264

TD/WA 54.09
Public Administration Industry Training Council of WA.

Applying the key competencies in the public sector.

[Australia]: AGPS, [1997]. [24] p. + 2 pamphlets

This information package is designed to provide information about key competencies and their relevance in enhancing individual and organisational effectiveness. It highlights the relevance of the key competencies to the workplace, and the links to the primary and secondary education sectors. The 'Key Competencies Trail' shows the movement from the primary and secondary school education sectors through the various key stages in the workplace, and it also shows that the relationship between the sectors is one of interaction and feedback. In the public sector, Industry Training Councils have a major role to play in helping to integrate the key competencies throughout each industry.

Keywords: Public administration; Industry Training Council; ITC; Training needs; Key competency; Public sector; Primary education; Secondary education; Workplace; Training needs analysis; Job analysis; Curriculum; Assessment

AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.
Other sources: Public Administration ITC of WA Inc, 1st Floor, 565 Hay Street, Perth WA 6000. Fax: +61 8 9221 4470.

265

TD/WA 54.10
Else, Ruth.

Message received: use of on-line technology for the delivery of vocational training to remote North West Australia: a feasibility study.

South Hedland, W.A.: Hedland College Social Research Centre, 1998. 24 leaves, maps

This study investigates the feasibility of developing an external delivery of a full-time vocational course using online technology to areas where course numbers are small or where distance is a limitation to the conduct of a conventional course. It looks at issues relating to the delivery of vocational education and training (VET) to remote students in the North West and how online technology can be used to make the delivery of training more appropriate and accessible to the learner. The study concentrates on the Pilbara, which is the lower half of the North West. It includes a literature review, which contains a sample of the work of researchers who have been looking at the needs of remote learners, a review of consultations, and recommendations.

Keywords: Online delivery; Online learning; Vocational education; Vocational training; Educational technology; Information technology; Rural student; Access to education; Study; Distance education; ANTA funded project

AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

266

TD/WA 54.11
Central West College of TAFE.

Virtual campus: research and development project.

[Perth]: ANTA, 1997. 48 leaves

The main aim of this project is to provide a functional, informative and unique learning system that helps students to grow, develop and change. The project explores various issues involved with the development of a model of Virtual Learning Environment and the successful implementation of such. Issues such as organisational implications, virtual campus platforms, staff development issues, courseware and curriculum issues, and learning resource centre implications, are discussed, and a model for the development of a Virtual Learning Environment for remote, rural and regional clients is recommended.

Keywords: Research and development; Staff Development; Curriculum; Educational technology; Delivery system; Online delivery; Flexible delivery; Internet; World Wide Web; Learning support; Organisational change; Vocational education

AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

267

TD/WA 54.12

Western Australia. Dept of Training.

Priority skill areas 1997.

[Perth]: WA Dept of Training, [1996]. 43 leaves

The purpose of this guide is to provide colleges with a clear idea of the funding priorities which the Western Australia (WA) Dept of Training will use to help assess and negotiate college profile submissions. The funding priorities have been set on the basis of industry advice and a wide range of statistical information which the Dept of Training uses to help it to understand what industry's future skill and training needs are likely to be. The guide also discusses the Western Australian Training Needs (WATN) model, which has been developed with the aim of providing an objective and consistent evaluation of relative training needs across skill areas. There is also a brief summary of the Dept of Training's view on the relative need for changes in training delivery in 1997. Details on each of the individual skill areas are included.

Keywords: Planning of training; Training policy; Skill shortage; TAFE college; Profile; Model; Vocational training; Industry; Guidelines

AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

268

TD/WA 54.13

Public Administration Industry Training Council of WA.

Guide to the training environment for local government.

[Perth]: Public Administration Industry Training Council of WA, 1997. 19 p.

This guide will assist local government councils in developing training systems which provide workforces with opportunities, skills and competencies to meet the challenges of the twenty-first century. It discusses the role of the Public Administration Industry Training Council (PAITC), and explains accredited training, competency based training and recognition of prior learning. It also describes how to develop a training plan and gives examples of how to carry out the various aspects of training. The guide was prepared on behalf of the PAITC by Workplace Skills Management as part of the Strategic Initiatives Program funded by the Western Australian Dept of Training.

Keywords: Training needs; Training system; Planning of training; Competency based training; Recognition of prior learning; Staff development; Guide; Industry; Public administration; Industry training council

AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

269

TD/WA 54.14

Western Australia. Dept of Training. Adult Literacy Services Bureau.

Case studies of best practice in meeting the literacy and language needs of vocational education and training students.

Fremantle: Adult Literacy Services Bureau, [1997]. 48 p.

These case studies are all to do with aspects of delivering literacy, numeracy and language in the vocational education and training (VET) sector. They describe the ways that practitioners and others have overcome problems to improve the effectiveness of training delivery. The case studies have been organised into five groups, which share a similar focus. They are all real, and not all of them came from Western Australia. This book can also be used as an illustration of how the Quality Assurance Standards might be translated into real and successful practice in training provision.

Keywords: Vocational education; Vocational training; Training needs; Students; Literacy; Language; Numeracy; Best practice; Case study; Delivery system; Flexible delivery; Industry; Quality assurance; Learning process

AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

270

TD/WA 54.15

Western Australia. Dept of Training.

Annual report 1996-97.

East Perth, W.A.: Dept of Training, 1997. 144 p.

This annual report reviews the activities of the Western Australian Dept of Training over the financial year 1996-97, as well as outlining its aims, achievements, organisation and policy.

Keywords: Vocational education; Vocational training; Annual report; Western Australia; Western Australia. Dept of Training

AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

271

TD/WA 54.16

Western Australia. Dept of Training.

Training WA, volume 5, number 1, April 1988.

Perth: Dept of Training, 1998. 12 p.

This is the newsletter of the Western Australian (WA) Dept of Training, presenting the latest in training innovation and success. This issue features articles on the Australian Oil and Gas Training Centre; the Industrial Foundation for Accident Prevention gaining Quality Endorsed Training Organisation (QETO) status; Landcare traineeships; Inwork Training Program graduates; a feature on police training; the Working 2001 Employment Futures Conference; and the Certificate III in Public Administration Program within the WA Dept of Training.

Keywords: Vocational training; Newsletter; Training; Quality; Traineeship; Training centre; Public administration

AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service,

Western Australian Dept of Training,
1 Prospect Place, West Perth WA 6005.
Ph: +61 8 9227 3293; Fax: +61 8 9227 3355.
Interlibrary loan.

272

TD/WA 54.17
Western Australia. Dept of Training.
Update: policy direction in the vocational education and training sector, issue no. 12, August 1997.
Perth: Dept of Training, 1997. 6 p.

This newsletter, published by the Western Australian (WA) Dept of Training, contains information on state and national vocational education and training (VET) policy directions. This issue includes articles on WA's comprehensive framework for competency based assessment in VET; the WA Dept of Training's endorsement as a Quality Endorsed Training Organisation (QETO); how three new pilot projects operating in WA will help many Aboriginal people and migrants to improve their training and employment prospects, the success of an information sharing forum held in Perth to explain outcomes of a Ministerial Council (MINCO) meeting; nationally developed resources to facilitate vocational placement infrastructure; five training packages reviewed for use in WA; and WA's support for a national review of higher education.

Keywords: Newsletter; Vocational education; Vocational training; Training policy; Competency based assessment; Quality; Quality Endorsed Training Organisation; QETO; Pilot project; Resource material; Job placement; Training package; Higher education

AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

273

TD/WA 54.18
Western Australia. Dept of Training.
Update: policy direction in the vocational education and training sector, issue no. 13, November 1997.
Perth: Dept of Training, 1997. 6 p.

This newsletter, published by the Western Australian (WA) Dept of Training, contains information on state and national vocational education and training (VET) policy directions. This issue contains articles on the development of a progressive online delivery strategy aimed at ensuring VET in WA remains nationally competitive; small business traineeship research; new regulations for new apprenticeships; more choice for employers, apprentices and trainees in WA; easier job access for mental illness sufferers; the Education Network of Australia (EdNA); WA's first quality endorsements for private training organisations; and how Quality Endorsed Training Organisation (QETO) status opens the door to self-managing accreditation.

Keywords: Newsletter; Vocational education; Vocational training; Training policy; Delivery system; Small business; Traineeship; Apprenticeship; Disadvantaged; Employment opportunity; Quality; Quality Endorsed Training Organisation; QETO; Education Network Australia; EdNA

AVAILABLE FROM: WA Vocational Education and Training Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

AUSTRALIAN NATIONAL TRAINING AUTHORITY

274

TD/ANTA 54.01
Australian National Training Authority. (ANTA)
ABC of vocational education and training.
[Brisbane]: ANTA, [1998].
folder containing 18 leaflets

Operational matters relating to vocational education and training (VET) are in the hands of State and Territory training authorities. They are the usual first point of contact for people wishing to be involved with the VET system. The Australian National Training Authority (ANTA), which advises Commonwealth, State and Territory ministers about how to achieve a national focus for the VET system, has produced this folder containing eighteen leaflets briefly covering key aspects of the VET system, including: apprenticeships and traineeships; qualifications and assessment guidelines; national quality recognition of training and assessment; flexible delivery; measuring national performance in VET; VET to meet industry needs; a list of national Industry Training Advisory Bodies; VET and secondary schools; adult and community education and lifelong learning; staff development; management skills; research and evaluation; VET and Aboriginal and Torres Strait Island peoples; Vet and people with disabilities; the VET National Training Information Service (NTIS); and ANTA products and services.

Keywords: Vocational education; Training; National planning

AVAILABLE FROM: ANTA Publications Officer. Ph: +61 7 3246 2300; Fax: +61 7 3246 2490.

Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

275

TD/ANTA 54.02
ANTA National Training Authority. (ANTA)

Updated guidelines for training package developers: Australia's national training framework.

Brisbane: ANTA, 1998. 64 p.

These guidelines have been prepared by the Australian National Training Authority (ANTA) and replace the 'Guidelines for training package developers' published in June 1997 (TD/ANTA 52.01), and also replace the update of the assessment sections of the 'Guidelines . . ' issued in January 1998. They are intended to assist in the development of nationally endorsed Training Packages which apply to all vocational qualifications including those associated with New Apprenticeships.

Keywords: Guide; Training package; Australian National Training Authority: ANTA

ISBN: 0642253897

AVAILABLE FROM: ANTA Publications Officer. Ph: +61 7 3246 2300; Fax: +61 7 3246 2490.

Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan (374.0130994 GUI).

276

TD/ANTA 54.03
Australian National Training Authority. (ANTA)

Principles and framework for the consistent application of the National Training Framework within secondary schools: consultation paper.

Brisbane: ANTA, 1998. 8 p.

There is considerable and growing activity in relation to vocational education and training (VET) in schools in Australia, and the major issue in relation to this is how to transform current VET activity in schools into purposeful recognised training. The Ministerial Council for Employment, Education, Training and Youth Affairs (MCEETYA) endorsed fourteen principles to support the implementation of New Apprenticeships in schools. To focus the discussion on the significant issues, in this paper these fourteen principles have been synthesised to six which are aimed at underpinning the implementation of VET in schools. This paper is intended to provide a focus for discussion about the principles and related implementation issues and for the development of a common foundation for progress.

Keywords: National Training Framework; NTF; Vocational education; Training; Secondary school

AVAILABLE FROM: This document may be found on the ANTA web site at: **http://www.anta.gov.au/pubs/principlesandframework.html** (current at 19 August 1998).

Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

277

TD/ANTA 54.04
Australian National Training Authority. (ANTA)

Principles and guidelines for improving outcomes for vocational education and training (VET) in schools, 1998.

Brisbane: ANTA, 1998. 5 p.

The ANTA Ministerial Council has made available funding for the development and delivery of programmes which contribute to the expansion of vocational education and training (VET) in schools measured against set benchmarks. This paper reports on principles and guidelines which have been developed to reflect both school sector and VET sector requirements.

Keywords: Vocational education; Training; Secondary school

AVAILABLE FROM: This document may be found on the ANTA web site at: **http://www.anta.gov.au/pubs/p&g.html** (current at 19 August 1998).

Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

278

TD/ANTA 54.05
Australian National Training Authority. (ANTA)

Principles and framework for New Apprenticeships for school students.

Brisbane: ANTA, 1998. 8 p.

The introduction of apprenticeships and traineeships into schools should increase options for students through broadening the ways that students can participate in vocational education and training (VET), and is in response to industry needs. These guidelines are in the form of a set of principles and a framework which aim to assist school sectors facilitate the introduction of apprenticeships and traineeships in schools.

Keywords: Apprenticeship; Traineeship; Apprentice; Trainee; Secondary school; Student; Employer; Vocational education; Training; Participation

AVAILABLE FROM: This document may be found on the ANTA web site at: **http://www.anta.gov.au/pubs/newappssch.html** (current at 19 August 1998).

Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

COUNCIL OF ADULT EDUCATION

279

TD/CAE 54.01
Harris, Roger. (Ed.)

Australian journal of adult and community education, vol. 38, no.1, April 1998.

ACT: Australian Association of Adult and Community Education, 1998. 65 p.

This journal is an official publication of the Australian Association of Adult and Community Education. Published 3 times per year, it aims to provide information and analysis on the theory, research and practice of adult and community education.

This first issue for 1998 focuses on varieties of adult and community education (ACE) in regional areas. The array of articles spans such diverse topics as Australian farmers, Hong Kong students in Australia, the Asian financial crisis, a university bridging program in Whyalla, different stakeholders in tropical savanna areas of northern Australia, adult learners in India, first aiders in Adelaide and Cypriotturkish young adults in London. Each article examines issues in relation to different forms of adult and community education within these various communities. Individual articles will be found at TD/CAE 54.02-TD/CAE 54.08.

Keywords: Adult education; Adult learning; Community education; Rural education

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 256 Flinders Street, Melbourne Vic. 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

280

TD/CAE 54.02
Kilpatrick, Sue; Morgan, Helen; Falk, Ian.

Change, visions and values and nonformal education.

IN: Australian journal of adult and community education. Vol. 38,(1), April 1998, p. 3-8.

Quality assurance (QA) programs are a recent feature in agriculture, requiring farmers to make a series of integrated changes to their farm management practices. Training days and training manuals to assist farmers to make the necessary changes have not been very successful in delivering QA accredited farms.

The author identifies a gap between the broad vision and the values of industry leaders who are driving QA and the confused and sometimes conflicting visions and values of the majority of beef producers who are expected to adopt QA. This paper addresses issues surrounding the identified values difference, which, it is argued, is a major barrier to QA implementation.

Keywords: Agricultural education; Rural education; Quality control; Value system
ISSN: 1035-0462

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 256 Flinders Street, Melbourne Vic. 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

281

TD/CAE 54.03
Benson, Rebecca.

Sustainable land management and adult education: issues for the stakeholders of Australia's tropical savannas.

IN: Australian journal of adult and community education. Vol. 38,(1), April 1998, p. 9-20

The author recognises the importance of education and training of stakeholders in working towards a sustainable land management. These stakeholders include pastoralist, Aboriginal, mining, tourism, defence and conservation groups. Some of the issues in education and training for sustainable land management among stakeholder groups include access, and the impact that values and perceptions have on behaviour and on the style of education opportunities required. Education providers face a challenge in addressing some of these issues where values and perceptions are involved, due to constraints which may exist within formal or institutional avenues of learning. Adult education is well situated to take on the role of negotiating attitudes and beliefs among stakeholders because of such elements as a focus on learner-centred education, an ability to be communicated-based and an ability to operate within a broad range of learning contexts.

Keywords: Adult education; Community education; Educational opportunity; Land utilization; Agricultural management; Aboriginal community; Rural community; Rural education; Needs assessment
ISSN: 1035-0462

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 256 Flinders Street, Melbourne Vic. 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

282

TD/CAE 54.04
Brown, Tony.

Asian financial crisis, globalisation and popular education

IN: Australian journal of adult and community education. Vol. 38,(1), April 1998, p. 21-29

In recent years the term globalisation has been employed to explain the changes taking place in the national and international economy. More recently globalisation has become a focus of writers within the adult education field. The term has both a popular and an academic use. This paper argues, however, that globalisation is a confused and confusing term, drawing on examples from both popular and academic domains to highlight this point. The impact of the Asian crisis is discussed in order to question the usefulness of globalisation as a term of analysis. Finally, the paper asks how popular adult educators might contribute to a better understanding of what has become known as globalisation.

Keywords: Globalisation; Nonformal education; Adult education; Community education; Community development
ISSN: 1035-0462

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 256 Flinders Street, Melbourne Vic. 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

283

TD/CAE 54.05
Reddy, G. Ramana; Ramachandra, V.; Kunari, P. Vasantha; Reddy, P. A.

Study of the personal factors relating to reading proficiency among adult learners.

IN: Australian journal of adult and community education. Vol. 38,(1), April 1998, p. 31-36

Recognising the relationship between literacy and socio-economic development, the Government of India has launched the National Literacy Mission to provide literacy to 100 million illiterates by the end of 2000. In order to quicken the pace of learning among adult learners, the improved pace and content of learning (IPCL) approach was adopted in the preparation of primers. This study was formulated to measure the reading proficiency achieved by the adult learners participating in the total literacy campaign and to identify the factors contributing to the promotion of reading proficiency among adults. Analysis of reading proficiency tests to a sample of 2000 adult learners show low achievement in reading proficiency with factors of sex, caste, income and occupation significant contribution to the development of reading proficiency.

Keywords: Literacy; Reading; Illiteracy; India; Educational opportunity; Socioeconomic background
ISSN: 1035-0462

AVAILABLE FROM: Interlibrary loans, Council of Adult Education Library, 256 Flinders Street, Melbourne Vic. 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

284

TD/CAE 54.06
Martin, Chris.

Transition from non-working to university: a university bridging program in regional Australia.

IN: Australian journal of adult and community education. Vol. 38,(1), April 1998, p. 37-40

During the 1980s, bridging programs were introduced by Australian universities to target under-represented groups in society, such as mature-age women, people of non-English speaking backgrounds and Aboriginal and Torres Strait Islanders. When the University of South Australia at its Whyalla Campus introduced these enabling programs in 1980 as a means of entry to human sciences, engineering and business degrees, it found a ready source of students from mature-age people, particularly women. This paper reports on a study of bridging students at the Whyalla Campus identifying the origin of students and how they found out about the program. Some comments are made about current information gaps which appear to be limiting the success of the program.

Keywords: Educational opportunity; Educationally disadvantaged; Bridging training program; University; Rural education
ISSN: 1035-0462

AVAILABLE FROM: Interlibrary loans, Council of Adult Education Library, 256 Flinders Street, Melbourne Vic. 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

285

TD/CAE 54.07
Ping, Kwai; Suen, Lorna.

Interviewing overseas students from Hong Kong in Australia: a reflection of the problems they encountered and the varieties of strategies they employed.

IN: Australian journal of adult and community education. Vol. 38,(1), April 1998, p. 41-44

Semi-structured interviews were conducted with fifteen mature-aged, overseas students from Hong Kong in order to understand the problems concerning their study abroad as well as the varieties of strategies the students employed to deal with the problem of adjustment. These students encountered differences in academic standards, accommodation matters, language and academic problems, family separation, misunderstanding and loneliness. The study concluded that more assistance such as closer academic supervision, transcultural counselling services and even more extra-curricular activities may be provided in order to increase these students' ability to adjust to a new culture and to increase their satisfaction with their sojourn abroad.

Keywords: Foreign student; Adult education; Study abroad; Learning support; Intercultural communication
ISSN: 1035-0462

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 256 Flinders Street, Melbourne Vic. 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

286

TD/CAE 54.08
Snewin, David.

Some outcomes of the evaluation of the St John Ambulance senior first aid recertification program in South Australia.

IN: Australian journal of adult and community education. Vol. 38,(1), April 1998, p. 45-49

This research project was a joint St. John Training Branch (SA) and University of South Australia initiative which involved the recertification of Senior First Aiders within 12 months of their initial training program. The objective of the exercise was to establish whether the St. John nine-hour One Day Recertification Course met the required competency levels of the full eighteen-hour Senior First Aid Certificate Course.

This article reports on the process and content of the research, and comments on pre-test failure rates and the areas in which these occurred. Likely reasons for the disturbing failure figures are presented, while the degree of improvement which occurred across all four groups following the nine-hour Recertification Course and post-test analysis is illustrated.

Keywords: First aid; Training evaluation; Occupational safety; Safety training
ISSN: 1035-0462

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 256 Flinders Street, Melbourne Vic. 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

287

TD/CAE 54.09
Sumich, Mark; O'Connell, Kate.
Coming up trumps: ACE customer satisfaction research report.
Sydney, N.S.W.: NSW Board of Adult and Community Education (BACE), 1997. [32] p.

This research report gives details of a customer satisfaction survey conducted among participants in NSW ACE courses. The research focus was on participant's personal expectation of courses, teaching issues, course organisation and venue characters. Of these areas, satisfaction with teaching standards was highest, while lower levels of satisfaction were associated with course organisation and the safety and comfort of some ACE venues. Includes questionnaire.

Keywords: Adult education; Course evaluation; Adult education; Client satisfaction; Research report; Adult student

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 256 Flinders Street, Melbourne Vic. 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759; or ACE Services Ph: +61 2 9266 8004.

288

TD/CAE 54.10
Plowman, Kris. (Ed.)
Converse newsletter, no.1, 1998.
Melbourne: Network of Women in Further Education, 1998. [28] p.

Converse is the journal of the Network of Women in Further Education Inc (NOWinFE) an organisation for women who work in adult, community and further education and training, and for all women who are interested in women's learning. This issue has articles on women and information technology and the Women's Constitutional Convention. Converse is published three times per year.

Keywords: Adult education; Women; Information technology; Womens organisation; Womens education; Womens studies; Further education; Community education

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 256 Flinders Street, Melbourne Vic. 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

289

TD/CAE 54.11
Council of Adult Education.
Annual report 1997.
Melbourne: Council of Adult Education, 1998. 48 p.

The 1997 results reflect major changes occurring at the Council of Adult Education, particularly the sustained movement to providing a greater range and number of accredited and longer courses to adult learners in the vocational, preparatory and access areas. This is consistent with the goals of Adult, Community and Further Education Board and is reflected in the CAE Performance Agreement contract with the Minister for Tertiary Education and Training. Significantly it is meeting the lifelong learning needs of people who have not readily fitted in to other educational sectors. Having celebrated its Fiftieth Anniversary in 1997, with the strong support and encouragement of the Victorian community, the Council of Adult Education moves its second half century as a vigorous, responsive and innovative learning organisation, reflecting the values of both continuity and change.

Keywords: Adult education; Community education; TAFE; Further education; Annual report

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 256 Flinders Street, Melbourne Vic. 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

290

TD/CAE 54.12
Donnon, Peter. (Ed.)
ODLAA occasional papers, no.1, June 1998.
[Brisbane, Qld.]: [Open Learning Unit], 1998. vi, 38 p.

Includes occasional papers of the Open and Distance Learning Association of Australia. Two of the three papers in this issue will be found at TD/CAE 54.13-TD/CAE 54.14. Published irregularly.

Keywords: Open and Distance Learning Association of Australia; Open learning; Distance study; Flexible delivery

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 256 Flinders Street, Melbourne Vic. 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

291

TD/CAE 54.13
Dhanarajan, Gajaraj.
Shifting paradigms: the impact of globalisation on open, flexible and distance education
IN: ODLAA occasional papers. (1), June 1998, p. 1-8

This paper was an opening address to the 13th Biennial Forum of ODLAA, delivered by the President of the Commonwealth of Learning, Dr Gajaraj Dhanarajan. A central theme of this opening address was how meeting global educational needs will require us, in the author's words, "to question the paradigms of present practices of space and time sensitivity, institution centred curricula and assessment systems". Dr Dhanarajan advocates the need for a global curriculum based on universal values and educational pillars which take account of the needs of learners functioning in a globalised economy and information age.

Keywords: Open learning; Globalisation; Education; Occasional paper

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 256 Flinders Street, Melbourne Vic. 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759

292

TD/CAE 54.14
Webb, Greg.
Theoretical framework for internet-based training at Sydney Institute of Technology.
IN: ODLAA occasional papers. (1), June 1998, p. 17-38

This paper describes the work done at the Information Technology teaching section at Sydney Institute of Technology in creating a theoretical model of Internet-based training and a plan for its implementation within a TAFE NSW context. The model examines what it means to use the Internet as a substitute for the classroom in learning and teaching without sacrificing all the advantages of face-to-face teaching. The model is discipline independent and is sufficiently general that it is applicable to the support of partial subjects, whole subjects and whole courses taught via the Internet. The role of educational administration is examined as Internet-based training also provides the potential for learners and teachers to interact with administrative data. Finally, compelling reasons are given for introducing the new technology. Includes references and bibliography.

Keywords: Internet; Educational technology; Computer assisted instruction; Occasional paper; Distance study; Educational administration; Flexible delivery

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 256 Flinders Street, Melbourne Vic. 3000.
Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

293

TD/CAE 54.15
Zepke, Nick.

Student centred learning, knowledge and the New Zealand Qualifications.

IN: New Zealand journal of adult learning. Vol. 25,(2), October 1997, p. 82-96

One of the tasks of the New Zealand Qualifications Authority (NZQA) was to develop a framework for national qualifications in the post-compulsory area. This framework was to be: "based on a student-centred approach to learning and assessment which stresses the competency of students to understand and apply their acquired knowledge" (p44).

This paper explores whether a student-centred approach to learning is compatible with a national qualifications framework based on a competency model of knowledge. It first tries to capture what student-centred learning might be like and describe a theory of knowledge to match. The writings of selected adult learning theorists are used to create a benchmark against which NZQA's views and practices can be compared. The paper then turns to examine NZQA's rhetoric and practice against the benchmarks established. Includes reference.

Keywords: Student centred curriculum; Adult education; Adult learning; New Zealand Qualifications Framework; Article; Competency based assessment
ISSN: 0112-224X

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 256 Flinders Street, Melbourne Vic. 3000.
Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

294

TD/CAE 54.16
Rameka, Nora; Stalker, Joyce.

Insights into policies and policy formation at CONFINTEA V: two stories.

IN: New Zealand journal of adult learning. Vol. 25,(2), October 1997, p. 97-114

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) has played an important role in the creation and promulgation of global adult education policies. In July 1997 delegates from Aotearea New Zealand attended UNESCO's Fifth International conference on Adult Education (CONFINTEA V) held in Hamburg Germany. The purpose of this paper is to offer the authors' own insights into the policies and policy formation processes of CONFINTEA V. They present the historical and immediate backgrounds to CONFINTEA V, describe the content, processes and major outcomes, and discuss their different experiences of the conference as indigenous and as woman. Includes reference.

Keywords: Adult education; Policy formation; Educational policy; Conference
ISSN: 0112-224X

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 256 Flinders Street, Melbourne Vic. 3000.
Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

295

TD/CAE 54.17
Tobias, Robert.

Tertiary education review and the fourth floor sector.

IN: New Zealand journal of adult learning. Vol. 25,(2), October 1997, p. 115-128

The purpose of this article is to address some of the issues and questions that arise for the field of adult and community education out of the New Zealand Governments consultation document on "A future Tertiary education Policy for New Zealand", known as the Green Paper.

The Green paper states that "tertiary education covers all forms of education" but the author notes that the focus of the review is on "education leading to formal qualifications" therefore failing to recognise the existence of the field of adult and community education or "fourth sector". A copy of the writer's submission to the Tertiary Review is provided as an appendix.

Keywords: Adult education; Further education; Adult education; Educational policy; Community education; New Zealand; Article
ISSN: 0112-224X

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 256 Flinders Street, Melbourne Vic. 3000.
Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

INTERNATIONAL

296

TD/INT 54.01
Whitting, Gill; Moore, Joanne; Warren, Paul.
Partnerships for equality: a review of employers' equal opportunities groups.
Moorfoot, Sheffield: Employment Department, 1993. 85 p.
(Research series, no. 19)

Employers' Equal Opportunities Groups (EEOGs) refer to groups of employers which meet regularly on a self-help basis to support the development and promotion of equal opportunities in employment. The brief for the Dept of Education specified research into the identification and promotion of good employment practice in respect of ethnic minorities which resulted from EEOGs' work, and good practice in setting up and running such groups.

A case study approach was adopted and six EEOGs were selected for an in-depth study. The final report includes an overview and a report on each case study.

Keywords: UK; Employment; Ethnic group; Equal opportunity; Best practice; Employers' Equal Opportunities Groups; EEOGs

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.
Other sources: Research Strategy and Budgets, Room W441, Department for Education and Employment, Moorfoot, Sheffield S1 4 PQ. Ph: +0114 259 3932.

297

TD/INT 54.02
Maguire, Malcolm; Maguire, Susan; Felstead, Alan.
Factors influencing individual commitment to lifetime learning: a literature review.
Moorfoot, Sheffield: Employment Department, 1993. 36 p.
(Research series, no. 20)

The aims of the literature review were to draw out the points of relevance in current and recent literature on a range of issues relating to individual commitment to lifetime learning and to identify any major gaps in the literature which may require further research.

The focus on lifetime learning led the authors to consider all learning experiences, rather than restricting the study to those which encompassed by formal education and formal training. Other areas that were considered were continuing education, learning at work and leisure activities.

Keywords: UK; Learning process; Lifelong learning; Access to education

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.
Other sources: Research Strategy and Budgets, Room W441, Department for Education and Employment, Moorfoot, Sheffield S1 4 PQ. Ph: +0114 259 3932.

298

TD/INT 54.03
Soden, Rebecca.
Teaching thinking skills in vocational education.
Moorfoot, Sheffield: Employment Department, 1993. 50, [36] leaves
(Report, no. 13)

Modern industry requires workers who are capable of applying their knowledge in a flexible, adaptable way. Faced with a non-standard task or situation they should be able to respond effectively. Tasks or situations which deviate from their routine or standard versions can be described as problems.

The approach used in this report is derived from cognitive research in problem solving and from Vygotsky-Leontiev-Luria Activity theory. It is not a set of prescriptions for teaching. It is a set of conceptual tools for analysing the mental processes which enable people to think effectively and to manifest that thinking in solving vocational and professional problems. Equipped with these analytical tools, tutors will be able to generate ways of helping learners acquire these processes which will enable them to become competent problem solvers.

A project funded by the Employment Department

Keywords: UK; Cognitive skill; Learning process; Skill development; Transferable skill

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.
Other sources: Research Strategy and Budgets, Room W441, Department for Education and Employment, Moorfoot, Sheffield S1 4 PQ. Ph: +0114 259 3932.

299

TD/INT 54.04
Lyons, Frank.
Partnership Project and the Partnership Programme.
Portsmouth: University of Portsmouth, [1993?]. 39 p.

This report describes the Partnership Programme from its inception as a TEED-funded project to a fully validated higher educational scheme. The significance of the programme lies in the way it allows credits achieved for learning outcomes derived from work-based learning to be combined with credits earned at the University of Portsmouth. This credit-based scheme also permits relevant prior learning to count towards the awards. Students develop learning contracts through which their studies are self-managed in partnership with university tutors and their mentors at their workplace.

Keywords: UK; Partnership Programme; Workplace education; Academic education; Credit transfer; Articulation

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

300

TD/INT 54.05
NOP Social and Political.
Employer flexible access: awareness and use of open learning in Britain.
Moorfoot, Sheffield: Learning Methods Branch, Employment Department, 1993. 40 p.

In 1992 the Learning Methods Branch (LMB) of the Employment Dept commissioned National Opinion Polls (NOP) Social and Political to conduct a national survey into awareness and usage of Open Learning (OL) among UK businesses. The primary aims of the survey were to: gauge awareness of OL as a training tool, and, ascertain how widely OL was being used. The survey was designed to collect information on a variety of topics including: the perceived advantages and disadvantages of OL, attitudes to the use of OL, actual use of OL, resource centres, qualifications and Training Enterprise Council (TEC) involvement.

Keywords: UK; Open learning; Flexible delivery; Access to education; Training system

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

301

TD/INT 54.06
Miller, Andrew.
Building effective school-business links: a practical guide to improving quality.
London: Westex Publications Centre, 1993. 30 p.

The purpose of this book is to help schools raise the quality of their links with business. Links include activities such as work experience, visitors in the classroom, teacher placements and business consultancy. During the past two decades school-business links have become a feature of the curriculum of primary and secondary schools.

Links between schools and business are generated in three main ways: directly by the school and business, collectively as part of local education-business partnership, or indirectly through local and national education-industry link agencies.

School-business links involve a partnership between schools and employers with three main curriculum aims: education for business seeks to improve the transition of young people from school to adult and working life by raising standards in careers education and guidance, education about business seeks to improve young people's economic and industrial understanding, and education through business seeks to raise the standards across the whole curriculum by providing a resource, context and/or environment in order to improve the motivation and attainment of pupils.

Keywords: UK; Secondary school; Transition from school to work; Industry; Quality control; Planning; Vocational preparation
ISBN: 0855224282

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.
Other sources: Westex Publications Centre, PO Box 2193, London E15 2EU. Ph: +081 533 2000.

302

TD/INT 54.07
Hughes, Kirsty; Taylor, Philip; Christie, Ian.
Evaluation of technical assistance to Hungary.
Moorfoot, Sheffield: Department for Education and Employment, 1996.67p.
(Research series, no. 70)

The main aims of the project are to assess the extent to which the Employment Service (ES) assistance projects have met the objectives and the medium term objectives of the former Employment Dept's programme for Hungary.

The project focused on six ES projects - Job clubs, Fraud control, Marketing and Publicity, Jobseekers' Charter, Performance indicators and Staff training and recruitment - and undertook an in-depth evaluation of three of them - Jobseekers' Charter, Job clubs, and Marketing and Publicity.

Keywords: Hungary; Training opportunity; Training evaluation; Government policy; International programme
ISBN: 0863924743

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.
Other sources: Research Strategy and Budgets, Room W441, Department for Education and Employment, Moorfoot, Sheffield S1 4 PQ. Ph: +0114 259 3932.

303

TD/INT 54.08
Payne, John; Lissenburgh, Stephen; White, Michael; Payne, Clive.
Employment training and employment action: an evaluation by the matched comparison method.
Moorfoot, Sheffield: Employment Department, 1996. 86 p.
(Report, no. 74)

The aims of the study were to access the net effects of Employment Training (ET) and Employment Action (EA) on the labour market outcomes of participants. Employment Training was the major government programme of training and work experience for adult long-term unemployed up to 1993. Employment Action was a smaller program for adult long-term unemployed, with an emphasis upon work placements. The programmes were replaced in 1993 by Training for Work, which combines features of both schemes.

The chapters cover: design of the study, the programmes and who takes part in them, did ET or EA help unemployed people to get jobs, what makes schemes work, analysing the influences on wages and a concluding discussion.

Keywords: UK; Employment Training; Employment Action; Unemployed; Training policy; Outcome of education; Work experience; Workplace education
ISBN: 0863924808

AVAILABLE FROM: National Vocational Education & Training

Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211.
Interlibrary loan.
Other sources: Research Strategy and Budgets, Room W441, Department for Education and Employment, Moorfoot, Sheffield S1 4 PQ. Ph: +0114 259 3932.

304

TD/INT 54.09
Guiang, Alcestis M.
Philippines. Dept of Education Culture and Sports. Bureau of Technical and Vocational Education.
New Philippine CBVE system.
[Philippines?]: [s.n.], 1993. 13 p.

This booklet contains seven charts and a paper written by Alcestis M. Guiang, all of which outline the concepts and principles of competency based vocational education.

Keywords: Philippines; Training system; Vocational education; Competency based training

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211.
Interlibrary loan.

305

TD/INT 54.10
Duale berufs-ausbildung in der Bundesrepublik Deutschland: Dual vocational training in the Federal Republic of Germany: La formation professionnelle dualiste en Republique federale d'Allemagne: Formacion profesional dual en la Republica federal de Alemania.
Bonn: Deutscher Industrie-und Handelstag, 1991. 40 p.

The text is provided in four languages - German, English, French and Spanish. The Dual Vocational Training system is described. Sections provide:

- background information;
- links to the training market, vocational schools, and company training; and,
- training processes, examinations, further training and vocational retraining.

Keywords: Germany, Federal Republic; Educational system; Vocational training; Dual system; Training employment relationship

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211.
Interlibrary loan.

306

TD/INT 54.11
Berufsbildungsforderungsgesetz: Vocational Training Promotion Act: Loi sur la promotion de l'enseignement professionnel.
Bonn: Der Bundesminister fur Bildung und Wissenschaft, 1990.24p.

The text, provided in German, English and French, gives the scope, planning, and requirements for the compilation of statistics of the Vocational Training Promotion Act. The second section covers the establishment and responsibilities of the Federal Institute of Vocational Training.

Keywords: Germany, Federal Republic; Government policy; Vocational training; Legislation; Vocational Training Promotion Act

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211.
Interlibrary loan.

307

TD/INT 54.12
Smiti, M. L. Puntrik.
Country paper: Thailand.
APSDEP/ILO/Japan Seminar on Strategic Partnerships between Enterprises and State in Training: Chiba, Japan, 12-21 December 1995
1995. Unpublished.13 p.

The Thai Government puts emphasis on the policy for human resources development in order to upgrade the quality of labour force. Realising that the endeavour of the public sector alone will be far from successful, the Government attempts to promote the role of the private sector in human resources development. Certain measures are adopted to strengthen the state and enterprise partnership in this aspect. The legislation providing incentives for the enterprises to conduct in-plant training was recently enacted. Tripartite bodies for designing national training policy, training coordination guidelines, and skill standards were established.

This country paper focuses on the role of the Dept of Skill Development, Ministry of Labour and Social Welfare, in promoting the state and enterprise partnership in training, since it is a major provider and coordinator of vocational training in Thailand.

This paper was presented at the Seminar on Strategic Partnerships between Enterprises and State in Training in Japan, 12-21 December 1995. For individual entries for other papers presented at this seminar see APSDIN/45.13 to APSDIN/45.19.

Keywords: Thailand; Seminar; Training employment relationship; APSDIN; Asian and Pacific Skill Development Information Network; ILO; International Labour Organisation; In-plant training; Training within industry

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211.
Interlibrary loan.

308

TD/INT 54.13
Carnevale, Anthony; Rose, Stephen J.
Education for what? the new office economy: executive summary.
Princeton, NJ: Educational Testing Service, 1998. iii, 26 p.
(Leadership series)

This study is on the skill requirements needed in a changing economy. These new labour needs are based on changes in the way goods and services are produced and in the composition of the consumers' final demand. By focusing on what people actually do instead of what industry they work for, the authors have developed a new functional category that combines all the activities of administration, coordination and promotion into a broad new category - the office. The body of this document defines and describes the new office economy. The conclusion considers the implications for society and educators.

This executive summary is part of a larger technical report by the same name.

Keywords: USA; Office worker; Educational needs; Training needs; Skill development

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211.
Interlibrary loan.

309

TD/INT 54.14

European Commission. Directorate-General XXII, Education, Training, and Youth.

Key data on vocational training in the European Union.

Luxembourg: Office for Official Publications, 1997. 129 p.

This publication highlights a number of important issues. It points to the close link between employment opportunities and the level of education, especially among young people. It brings out the relationship between education and vocational training. At the same time, this publication underlines the increasing interest taken by enterprises in continuing vocational training. This overview of training in Europe aims to provide essential elements of analysis, both quantitative and qualitative, with a view to supporting the strategy for employment, in particular within the framework of the Confidence Pact which the European Commission is endeavouring to implement.

Keywords: Europe; Vocational training; Statistical data; Educational planning; Training market; Statistical Office of the European Communities; European Centre for the Development of Vocational Training; CEDEFOP
ISBN: 9282813223

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211.
Interlibrary loan.

310

TD/INT 54.15

Towards a skilled Philippines: technical and vocational education and training system for Philippines 2000: higher level skills acquisition through competency based vocational education and training.

[Manila?]: [Bureau of Technical & Vocational Education -Technical Education and Skills Development Authority], [1996?]. 15 p.

The purpose of this booklet is to provide a brief outline of improvements taking place in technical and vocational education in the Philippines. These improvements are being made so that technical and vocational schools in the Philippines are able to produce graduates who have skills to take up jobs in commerce and industry and to successfully run their own businesses.

Keywords: Philippines; Vocational education; Technical education; Training system; Training employment relationship

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211.
Interlibrary loan.

311

TD/INT 54.16

Fiji National Training Council. (FNTC)

Information package.

Nasinu, Fiji: FNTC, [199-?].
3 leaflets

There are three leaflets within this folder: About Fiji National Training Council, About the National Apprenticeship Scheme of Fiji National Training Council, and, About library and audio-visual service.

Keywords: Fiji; Fiji National Training Council; FNTC; Training institution; Apprenticeship; Training programme

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211.
Interlibrary loan.

312

TD/INT 54.17

Malaysia. Ministry of Education. Technical and Vocational Education.

Brief information.

Kuala Lumpur: Technical and Vocational Education Division, Ministry of Education, [199-?]. [5] p.

This leaflet describes the functions and objectives of the Technical and Vocational Education Division. There are brief sections on polytechnics, secondary technical schools and secondary vocational schools. The leaflet ends with a flow chart of how the different schools fit together within Malaysia's educational system.

Keywords: Malaysia; Vocational education; Secondary education; Malaysia. Ministry of Education. Technical and Vocational Education Division; Training system

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211.
Interlibrary loan.

313

TD/INT 54.18

APSDEP strategic plan 1992-2000: recommendations made to the Policy and Programme Committee of APSDEP at the Ad Hoc Sub-Committee Meeting, Pattaya, Thailand, 13-15 November 1991.

Geneva: International Labour Organisation, 1992. iii, 21 p.

This booklet covers the mission statement, aims and issues related to vocational training programmes.

Keywords: Asia; Pacific region; Strategic planning; Organisational objective; APSDEP; Asian and Pacific Skill Development Programme

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211.
Interlibrary loan.

314

TD/INT 54.19

Asian and Pacific Skill Development Programme.

Islamabad, Pakistan: APSDEP, 1988. 24 p.

The Asian and Pacific Skill Development Programme (APSDEP) is a regional programme of the International Labour Organisation (ILO) that promotes and assists in the development of vocational and technical training in Asia and the Pacific. It also provides a framework for technical cooperation among the countries in the region.

Keywords: APSDEP; Asian and Pacific Skill Development Programme; Organisational objective; Planning; Vocational training; Asia; Pacific region

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

315

TD/INT 54.20

Republic Act 7686.

Manila: [The Government], 1994.8 p.

The text of the Dual Training System Act 1994 is provided. The act is intended to strengthen education and training in the Philippines by institutionalising the dual training system as an instructional delivery system of technical and vocational education and training.

Keywords: Philippines; Legislation; Dual Training System Act; Technical education; Vocational education; Instructional design; Training system

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

316

TD/INT 54.21

Hjorth, Sonja.

Coherence between compulsory education, initial and continuing training and adult education in Sweden.

Berlin: CEDEFOP, 1995. 48 p.

The purpose of this paper is to describe the coherence between compulsory education, upper secondary education, which in Sweden includes both vocational and general education, in addition to adult education in different forms - all with an emphasis on preparation for a life in a changing society and on a constantly changing labour market.

Keywords: Sweden; Training system; Educational policy; Adult education; Continuing vocational training; Vocational training; Secondary education; Transition from school to work

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

317

TD/INT 54.22

International Labour Office (ILO)

Building an international network on modular training.

Geneva: International Labour Office, [199-?]. 7 p.

In most developing countries, the economy barely generates enough wage-earning jobs to absorb even 10 per cent of new labour market entrants. As a result, the remainder have to find alternative ways of earning a living, such as self-employment or any other income-generating activity. To provide the skills which enhance occupational mobility and which are necessary for self-employment, training delivery systems have to be flexible and adaptable to a variety of target groups. To meet these needs, many countries are adopting various forms of modular training. Experience shows, however, that training providers often lack knowledge of the development and implementation of modular training programmes. For this reason, the International Labour Office (ILO) is seeking to increase the impact of flexible training delivery systems.

Keywords: Training system; Modules of Employable Skills; MES; Flexible delivery; Skill development; Labour mobility; Transferable skill

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

318

TD/INT 54.23

Greer, Robert.

Mentors guide to improved equity in decision making: roles, methods and influences.

Ohio: Career, Education & Training Associates, 1993. 34 p.

This document focuses upon the use of adult mentors from the community to: improve student career understanding and literacy, show students real applications between learning and earning a living, show students the need to be skilful problem solvers, acquaint students with career opportunities in a broadening context, and, help students make informed curricular and career choices.

Keywords: USA; Mentor; Teaching method; Learning process; Career development; Skill development

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

319

TD/INT 54.24

Research in post-compulsory education, volume 2, number 1 1997.

Oxfordshire: Triangle Journals, 1997. 104 p.

Research in post-compulsory education is an international, fully refereed journal that reports on research in the area of educational studies. It is essential reading for policy-makers and researchers, practitioners and practitioner-researchers in all the different spheres of post-compulsory education including vocational / technical education, adult and continuing education, community education, schools, and further and technical education.

Articles in this issue include:

Avis's exploration of models of research that validate teacher practice; Bamber, Tett, Hosie and Ducklin analyse the motivation, and identify three distinguishing factors that lead to success for working class adults in higher education; Clark and Moreland look at quality systems within two educational institutions - a college of further and higher education, and a university; Hockey's article portrays the everyday routines of supervisors in the social sciences and then concludes with a discussion about the means by which such craft practice can be effectively transmitted to novice supervisors; Molefe, Mudariki, Tsayang and Weeks assess the contribution of Tirelo Setshaba participants to national development in the field of education while highlighting the problems involved in managing such a programme and making suggestions on how to maximise learning opportunities for the participants; Page explores the concept of research in a further education setting which has been identified as a hostile field for such research activity; Parker's article reports the findings of a survey of the anticipated effects upon the higher education sector in England of the requirement to produce disability statements with the introduction of the Disability Discrimination Act 1995.

For individuals entries see TD/INT 54.25 to TD/INT 54.31.

Keywords: UK; Higher education; Vocational education; Research
ISSN: 1359-6748

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

320

TD/INT 54.25
Avis, James.
Leftist ethnography, educative research and post-compulsory education and training.
IN: Research in post-compulsory education. Vol. 2,(1), 1997, p. 5-15
Oxfordshire: Triangle Journals, 1997.

The article explores leftist ethnography and its relation to educative research. It sees educative research as tied to understandings of the reflective practitioner and explores models of research that validate and prioritise teacher practice. It points towards a number of tensions surrounding such a strategy. The paper suggests that whilst dialogic forms of research may connect to an interest in empowerment and social justice, such a stance is limited and needs to be accompanied by a political economy of post-compulsory education which draws upon leftist ethnography. Such practice can connect with wider structures of inequality and diverse social movements.

Keywords: UK; Pedagogics; Teaching method; Learning process; Educational research; Research method; Postcompulsory education
ISSN: 1359-6748

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

321

TD/INT 54.26
Bamber, John; Tett, Lyn; Hosie, Elspeth; Ducklin, Alan.
Resistance and determination: working class adults in higher education.
IN: Research in post-compulsory education. Vol. 2,(1), 1997, p. 17-28
Oxfordshire: Triangle Journals, 1997.

Higher education is usually the preserve of the white, able-bodied middle classes. The authors report on a project designed to challenge this by giving access to working class, black and disabled community activists to the Degree in Community Education. The authors argue that the success experienced by this group is the result of the interaction between personal and institutional factors, and their collective resistance to the individualising tendencies of traditional approaches to higher education. The authors analyse the individual and collective motivation, and identify three distinguishing factors in terms of personal values (intrinsic); material rewards (extrinsic); and the political significance of their collective action (political). The authors suggest that this project, by developing critical awareness and understanding, and emphasising the continuing role of participants in their communities, has brought about institutional and personal change that will enable other traditional non-participants to participate.

Keywords: UK; Educational opportunity; Disadvantaged; Access to education; Equal opportunity; Learning motivation
ISSN: 1359-6748

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

322

TD/INT 54.27
Clark, Michael; Moreland, Neil.
Sense-making and ISO 9000 in educational organisations.
IN: Research in post-compulsory education. Vol. 2,(1), 1997, p. 29-44
Oxfordshire: Triangle Journals, 1997.

This article looks at ISO 9000 certified quality systems within two educational institutions - a college of further and higher education, and a university. The joint perspectives of managerialism and "sense-making in organisations" are used to analyse the impact of the

ISO standard upon the institutions.

Keywords: UK; ISO 9000; Quality; Standard; Educational administration; Evaluation
ISSN: 1359-6748

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

323

TD/INT 54.28
Hockey, John.
Complex craft: United Kingdom PhD supervision in the social sciences.
IN: Research in post-compulsory education. Vol. 2,(1), 1997, p. 45-68
Oxfordshire: Triangle Journals, 1997.

Research degree student numbers in the United Kingdom have seen considerable growth in recent years. Along with this increase has come a concern about the quality of supervision students receive. Whilst there is a growing literature about supervision at this level, much of it is not grounded in empirical research. This article aims to add to the stock of empirical knowledge by portraying the everyday routines of supervisors in the social sciences. These constitute a craft that is made up of a number of practices: balancing, foreseeing, timing, critiquing, informing and guiding. The paper depicts these practices in some detail, and then concludes with a discussion about the means by which such craft practice can be effectively transmitted to novice supervisors.

Keywords: UK; Supervisory training; Planning of training; Trainers manual; Staff development; Quality
ISSN: 1359-6748

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

324

TD/INT 54.29
Molefe, Dorcas; Mudariki, Taka; Tsayang, Gabatshwane; Weeks, Sheldon G.
Maximising learning opportunities for Tirelo Setshaba (Botswana's unique non-military national service).
IN: Research in post-compulsory education. Vol. 2,(1), 1997, p. 69-81
Oxfordshire: Triangle Journals, 1997.

In 1980, Botswana introduced a form of national service for Form V leavers - Tirelo Setshaba, a non-military, individual placement, user-department-based scheme. Today Tirelo Setshaba has over 6000 participants per annum, with approximately 40 percent involved in schools and this rite de passage costs over ten million US dollars per year. This article is based on research undertaken to assess the contribution of Tirelo Setshaba participants to national development in the field of education. The paper highlights the problems involved in managing such a programme and makes suggestions on how to maximise learning opportunities for the participants. The paper considers the implications of Tirelo Setshaba for other countries.

Keywords: Botswana; Tirelo Setshaba; National plan; Government policy; Learning; Educational opportunity; Outcome of education
ISSN: 1359-6748

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

325

TD/INT 54.30
Page, M. G.
Forbidden knowledge: the research process in a further education setting.
IN: Research in post-compulsory education. Vol. 2,(1), 1997, p. 83-88
Oxfordshire: Triangle Journals, 1997.

This article examines, through a process of self reflection, the action of research as a product both of its content and the biography of the researcher. Further education has been identified as a hostile field for such research activity. This hostility stemming in part from the history of the sector, reinforced by current funding policies which preclude encouragement for the undertaking of research by practitioners within the sector.

Keywords: UK; Research; Further education; Educational research; Research method
ISSN: 1359-6748

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

326

TD/INT 54.31
Parker, Viv.
Disability Discrimination Act 1995, disability statements and the effect on higher education for students with special needs in England.
IN: Research in post-compulsory education. Vol. 2,(1), 1997, p. 89-101
Oxfordshire: Triangle Journals, 1997.

Disabled people are invisible in the Treaty of European Union and, until quite recently, have been invisible or very poorly represented in post-compulsory education. Europe's first anti-discrimination act for disabled people came into force on 2nd December 1995 and it has had a very mixed response from those who had campaigned for it. The Act generally excludes education from its terms of reference except that institutions of further and higher education are required to produce a disability statement on their provision for students with disabilities and learning difficulties. This article reports the findings of a survey of the anticipated effects upon the higher education sector in England of the requirement to produce disability statements. It appears that the requirement may have some quite positive effects upon not only the nature and form of information available, but also on the provision offered in the sector.

Keywords: UK; Access to education; Equal opportunity; Disability; Plan; Legislation; Disability Discrimination Act
ISSN: 1359-6748

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

327

TD/INT 54.32

Research in post-compulsory education, volume 1, number 2 1996.

Oxfordshire: Triangle Journals, 1996. 270 p.

Research in post-compulsory education is an international, fully refereed journal that reports on research in the area of educational studies. It is essential reading for policy-makers and researchers, practitioners and practitioner-researchers in all the different spheres of post-compulsory education including vocational/technical education, adult and continuing education, community education, schools, and further and technical education.

Articles in this issue include: Smith describes the establishment of a framework for competency-based training in Australia; Perker and Ward review the current situation in England and France with regard to Accreditation of Prior Learning and Accreditation of Prior Experiential Learning; Child looks at the principles of prior learning in relation to the National Vocational Qualifications framework; Evans looks at the changing status and role of the Further Education College in Britain; Matheson and Matheson provide a critique of lifelong learning and lifelong education.

For individual entries see TD/TNC 52.06, TD/TNC 52.91, TD/TNC 52.92, TD/INT 54.33 and TD/INT 54.34.

Keywords: UK; Higher education; Vocational education; Research
ISSN: 1359-6748

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

328

TD/INT 54.33

Evans, Karen.

Reshaping colleges for the community in Canada and Britain.

IN: Research in post-compulsory education. Vol. 1,(2), 1996, p. 199-218
Oxfordshire: Triangle Journals, 1996.

The changing status and role of the Further Education College in Britain has brought it closer to the North American Community College in many respects. This article discusses ways in which the missions of these institutions are evolving, with reference to social and cultural trends in the two countries. Lessons are drawn, first from Canada's longer experience of providing flexible post-secondary education for large populations of young people and adults, and secondly from Britain's responses to the opportunities created by the organisational changes of incorporation.

Keywords: UK; Canada; Future; Further education; College; Organisational change; Organisational objective; Educational planning
ISSN: 1359-6748

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

329

TD/INT 54.34

Matheson, David; Matheson, Catherine.

Lifelong learning and lifelong education: a critique.

IN: Research in post-compulsory education. Vol. 1,(2), 1996, p. 219-236
Oxfordshire: Triangle Journals, 1996.

This essay lays its foundations in the historical background to the ideas of lifelong learning and lifelong education before moving onto a critique of the post-Faure advocates of the principles. It discusses the problems inherent in the concepts before concluding that, although many of the difficulties in the concepts are due to the confused nature of adult education itself (e.g. is it education or leisure?), there is a greater need than ever for sustained efforts in favour of lifelong education to help to restore the hope which seems to have become a rare commodity among an all too large section of society.

Keywords: UK; Lifelong learning; Adult education; Training policy; Access to education; Educational opportunity
ISSN: 1359-6748

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

330

TD/INT 54.35

Journal of vocational education and training, volume 49, number 2 1997.

Oxfordshire: Triangle Journals, 1997. 1 v.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Morgan looks at NVQs which offer a unique opportunity for students to put into practice academic knowledge and understanding in a vocational setting within the context of a separate national award; James describes a research study in which mature-age trainee teachers initially reproduced significant aspects of their former workplace culture within classes and how cultural production can be used to generate a more open learning climate; Block considers some of the issues relating to appraiser selection and its consequences for the review of a personal portfolio which contains documentary material demonstrating professional practice; Cornford addresses the concern that modular courses are not promoting effective learning; Jeffcote's paper explores the notion that social science and humanities students might benefit from developing vocationally related technical skills.

For individual entries see TD/INT 54.36 to TD/INT 54.40.

Keywords: UK; Vocational education; Training; Work; Research
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

331

TD/INT 54.36

Morgan, Arthur.

National vocational qualifications in a business studies degree.

IN: Journal of vocational education and training. Vol. 49,(2), 1997, p. 181-195
Oxfordshire: Triangle Journals, 1997.

The world of commerce requires graduates able to demonstrate a range of practical skills as well as knowledge and understanding which underpins effective performance. One significant intention of the work placement year is to offer this developmental opportunity. The objectives were to test the practical aspects and identify problems for future implementation thus enabling NVQs to play more of a role in student development. This paper considers that higher level NVQs offer a unique opportunity for students to put into practice academic knowledge and understanding in a vocational setting within the context of a separate national award.

Keywords: UK; National Vocational Qualifications; NVQ; Workplace education; Skill development; Learning process; Professional knowledge
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

332

TD/INT 54.37

James, Pauline.

Transformative learning: promoting change across cultural worlds.

IN: Journal of vocational education and training. Vol. 49,(2), 1997, p. 197-219
Oxfordshire: Triangle Journals, 1997.

A collaborative action research study in teacher education is described, in which mature-age trainee teachers of technology studies (who had previously been tradespeople) initially reproduced significant aspects of their former workplace culture within classes at an institute of education. Ways of enabling cultural production to generate a more open learning climate are described and analysed, particularly the use of narrative as a resource for cultural change. Links between changes in culture, knowledge skill levels and identities within a learning group, and subsequent innovations made elsewhere, are also discussed. Such links are related to questions of learning transfer and implications for vocational education are explored.

Keywords: UK; Teacher training; Teacher attitude; Transfer of training; Training efficiency; Cross cultural training; Teaching method
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

333

TD/INT 54.38

Block, Nigel.

Choosing one's own appraiser: a college experience.

IN: Journal of vocational education and training. Vol. 49,(2), 1997, p. 221-236
Oxfordshire: Triangle Journals, 1997.

A large regional college introduced an appraisal scheme for academic staff which is developmental in nature and based on self-reflection. Over a 2-year cycle each appraisee, whether lecturer or manager, compiles documentary material demonstrating professional practice into a personal portfolio which is discussed at a review meeting with an appraiser chosen by the appraisee. A restriction on the number of appraisees reviewed by any single appraiser is imposed to avoid the creation of an elite group of appraisers. This paper considers some of the issues relating to appraiser selection and its consequences for the review. The nature of the professional relationship between appraisee and appraiser is recognised as a key parameter which determines the quality of the processes involved in reviewing the portfolio evidence and in formulating the subsequent individual professional development plan.

Keywords: UK; Performance appraisal; Career development; Evaluation technique; Professional knowledge; Skill analysis
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

334

TD/INT 54.39
Cornford, Ian R.

Ensuring effective learning from modular courses: a cognitive psychology-skill learning perspective.

IN: Journal of vocational education and training. Vol. 49,(2), 1997, p. 237-251
Oxfordshire: Triangle Journals, 1997.

Modular courses have been widely implemented as part of the competency-based agenda. However, there is emerging concern that modular courses are not promoting effective learning although pragmatic considerations indicate they will continue to be widely used since there appear to be numerous advantages associated with their employment.

Keywords: UK; Australia; Learning; Skill development; Modular training; Modular unit; Competency based training; Evaluation
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

335

TD/INT 54.40
Jeffcote, Rod.

Vocational computing skills and social science students: do they mix? some evidence from an interdisciplinary degree programme.

IN: Journal of vocational education and training. Vol. 49,(2), 1997, p. 253-265
Oxfordshire: Triangle Journals, 1997.

The development of transferable skills in undergraduate degrees has been a focus of attention in British universities for some years. Little attention has been paid to the extent to which social science and humanities students, who are deemed to possess good transferable skills, might develop vocationally-related technical skills and whether this is desirable. The paper explores the issues raised in the context of the vocational verses non-vocational skills debate and the perceived requirements of employers in the twenty-first century, concluding that whilst interdisciplinary degrees have much to commend them, effective and vocationally relevant education can only marginally compensate for wider structural economic problems.

Keywords: UK; Transferable skill; Academic education; Higher education; Vocational education; Skill development; Training needs; Training employment relationship
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

336

TD/INT 54.41

Journal of vocational education and training, volume 48, number 3 1996.

Oxfordshire: Triangle Journals, 1996. 1 v.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Barker and Holbrook raise questions about the training debate today in Australia through an examination of the factors, among them the roles of government and professional associations, that influenced the development of engineering technician training and education in New South Wales in the 1950s and 1960s; Fuller's paper identifies some of the features of the United Kingdom's Modern Apprenticeship programme and discusses three learning-related issues which emerged during development work; Cleminson and Bradford identify some of the concerns that the move towards courses of professional education being based in the workplace rather than in academic institutions raise relating to the relationship between the validating institution and the workplace organisation; Hudson looks at the Technical and Vocational Education Initiative (TVEI) in the United Kingdom, in particular the element that requires secondary school students having some form of work experience and how that work experience is perceived to be of educational value and used by their teachers.

For individual entries see TD/INT 54.42 to TD/INT 54.45.

Keywords: UK; Vocational education; Training; Work; Research
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education

Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

337

TD/INT 54.42
Barker, Ray; Holbrook, Allyson.

Meeting the demand for vocational courses: influences on the development of engineering technician training in New South Wales, Australia, in the 1950s and 1960s.

IN: Journal of vocational education and training. Vol. 48,(3), 1996, p. 213-228
Oxfordshire: Triangle Journals, 1996.

This paper raises questions about the training debate today in Australia through its examination of the factors, among them the roles of government and professional associations, that influenced the development of engineering technician training and education in New South Wales in the 1950s and 1960s. Technical educators grasped the need for courses that provided for a new range of workplace classifications which tended to fall outside the province or sphere of concern of tradesmen or the professional engineer. One of the major factors stimulating the interest in, and growth of, the provision of such courses was the strength of demand by the youths themselves. To what extent did the technical education authorities exercise power over training for industry? A contrast between apprenticeship and technician training in the metal industry is used here to answer this question. With respect to apprenticeship training, technical educators were essentially marginalised by the power struggles that centred around the recruitment of apprentices, and by the increasingly complicated framework of industrial legislation. In the area of technician training the technical education sector took a leadership role in the development of such training and faced little opposition in doing so. The reasons for the contrast are explored in the paper.

Keywords: New South Wales; Engineering; Vocational training; History; Training employment relationship; Government policy; Apprenticeship; Outcome of education
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

338

TD/INT 54.43
Fuller, Alison.

Modern apprenticeship, process and learning: some emerging issues.

IN: Journal of vocational education and training. Vol. 48,(3), 1996, p. 229-248
Oxfordshire: Triangle Journals, 1996.

The Modern Apprenticeship programme in the United Kingdom has been broadly welcomed by employers, training providers and commentators on the vocational education and training scheme. A shift in policy focus has been detected from an emphasis on outcomes (qualifications), which has come to dominate post-16 provision, towards a rediscovery of process.

The paper identifies some of the features of Modern Apprenticeship and discusses three learning-related issues which emerged during development work for one sector's Modern Apprenticeship. It is argued that effective management and delivery of the learning process can be achieved through closer partnerships between employers and training providers. Relying on the measurement of outcomes alone, is likely to prove an inadequate approach to ensuring the quality of learning experience on and off-the-job.

Keywords: UK; Modern Apprenticeships; Apprenticeship; Training policy; Educational policy; Learning process; Training employment relationship
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

339

TD/INT 54.44
Cleminson, Andrew; Bradford, Simon.

Professional education: the relationship between academic and experiential learning.

IN: Journal of vocational education and training. Vol. 48,(3), 1996, p. 249-259
Oxfordshire: Triangle Journals, 1996.

The move towards courses of professional education being based in the workplace rather than in academic institutions raises a number of concerns relating to the relationship between the validating institution and the workplace organisation. This article identifies some of these concerns. In particular the role of the workplace mentor is analysed in the light of empirical evidence of how this role can best be fulfilled in the context of the initial training of teachers and youth workers. Limitations of work-based training are described and a case is argued for the continuing role of academic coursework to provide a necessary conceptual framework for developing both skills and professionalism in the workplace.

Keywords: UK; Workplace education; Continuing education; Learning process; Mentor; Professional knowledge; Academic education; Training employment relationship
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

340

TD/INT 54.45
Hudson, George.

Dealing with work: secondary students' work experience and the curriculum.

IN: Journal of vocational education and training. Vol. 48,(3), 1996, p. 277-294
Oxfordshire: Triangle Journals, 1996.

The Technical and Vocational Education Initiative (TVEI) was introduced as a major programme in the United Kingdom that would relate secondary schools' curricula to the world of work. Since its launch in 1984 TVEI has developed and taken on many forms but one of its continuing universal elements has been the requirement that secondary school students should have some form of work experience. Although TVEI has been much evaluated and researched little attention has been paid to how students' work experience is perceived to be of educational value and used by their teachers. The research described in this paper is an examination of how students' work experience was managed and used in a sample of secondary schools. The paper argues that what students learn from work experience is held to be of no value in terms of the formal curriculum. However, teachers in the school sample do consider work experience as adding value by the social development of students who are of average or below average academic ability.

Keywords: UK; Transition from school to work; Cooperative education; Work experience; Secondary education; Evaluation
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

341

TD/INT 54.46

Journal of vocational education and training, volume 48, number 2 1996.

Oxfordshire: Triangle Journals, 1996.
1 v.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Ainley and Green present a national picture of the new relations of colleges, schools and schemes in the competition for 16 to 19 year old pupils, students and trainees at a local level; Brine focuses on educational provision for unemployed women within the British vocational training projects funded by the European Social Fund (ESF); Billett examines how different forms of vocational knowledge are constructed; Rolle offers an appraisal of the effectiveness and efficiency of assessments in General National Vocational Qualification (GNVQ); Blunden draws attention to the concept of skills and argues that they are mind-dependent in ways crucial for teaching practice; Pichugina describes the vocational training of students as private farmers at the Boarding Agroschool-Orphanage in Syktyvkar in the Komi Republic.

For individual entries see TD/INT 54.47 to TD/INT 54.50, TD/TNC 53.48 and TD/INT 54.51.

Keywords: UK; Vocational education; Training; Work; Research
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

342

TD/INT 54.47
Ainley, Patrick; Green, Andy.

Education without employment: not meeting the national education and training targets.

IN: Journal of vocational education and training. Vol. 48,(2), 1996, p. 109-126
Oxfordshire: Triangle Journals, 1996.

Based on research in England and Wales in 1994, this paper presents a national picture of the new relations of colleges, schools and schemes in the competition for 16 to 19 year old pupils, students and trainees at a local level. It reveals common emerging patterns together with local variations and relates them to the new mixed economy of semi-privatised state provision of learning in "The Contracting State". The unlikelihood of reaching the revised national targets is related to the competition between colleges and schools that has resulted from the new "knowledge policy" supported by this new state. In relation to the recent merger of the Dept for Education with the Employment Dept this is referred to as a policy of "Education Without Employment".

Keywords: UK; Training policy; Labour relations; Training participation rate; Postcompulsory education; Strategic planning
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

343

TD/INT 54.48
Brine, Jacky.

Training for unemployed women: a context for basic, liberal and radical adult education.

IN: Journal of vocational education and training. Vol. 48,(2), 1996, p. 127-140
Oxfordshire: Triangle Journals, 1996.

This paper focuses on educational provision within vocational training projects for the unemployed. In particular it explores the role of adult basic education, liberal education and radical adult education within British vocational training projects for unemployed women funded by the European Social Fund (ESF). It is based on the case studies of three ESF funded projects. The paper first considers the educational and vocational programmes of the three projects. It then focuses on the implications of the findings with regard to the current changes within ESF policy, the predictions of continued long-term unemployment, the Euro-concept of social exclusion and their combined impact on the post-compulsory vocational sector.

Keywords: UK; Women; Adult education; Unemployed; Participation; Educational opportunity; Access to education
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

344

TD/INT 54.49
Billett, Stephen.

Constructing vocational knowledge: history, communities and ontogeny.

IN: Journal of vocational education and training. Vol. 48,(2), 1996, p. 141-154
Oxfordshire: Triangle Journals, 1996.

This article examines how different forms of vocational knowledge are constructed from social sources. Using a Vygotskian framework it is claimed that in different ways vocational knowledge is shaped by history, community and ontogeny through microgenetic development. This process of ongoing problem-solving links social circumstances to the development of cognitive structures necessary to conduct vocational practice. It is held that such findings help explain the limitations of transfer and also the need to conceptualise expertise at the particular community of practice, rather than at some disembedded level of practice.

Keywords: Vocational education; Cognitive process; Cognitive style; Learning process; Problem solving; Social environment; Transfer of training
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

345

TD/INT 54.50
Rolle, Julie.

Critical appraisal of assessment methods adopted in vocational education with particular reference to the GNVQ core skills unit Application of Number.

IN: Journal of vocational education and training. Vol. 48,(2), 1996, p. 155-166
Oxfordshire: Triangle Journals, 1996.

This investigation offers an appraisal of the effectiveness and efficiency of assessments in General National Vocational Qualification (GNVQ). An historical perspective helps to position the significance of the GNVQ initiative. A summary of the requirements for GNVQ core skills is included, with discussion as to their appropriateness. A brief historical commentary on assessment methods helps to reinforce the GNVQ rationale and explain how it developed. A discussion of issues identified by various writers follows, leading to an appraisal of the GNVQ assessment. Finally some conclusions as to the qualification's current standing are offered.

Keywords: UK; General National Vocational Qualification; GNVQ; Evaluation; Basic skill; Skill development
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

346

TD/INT 54.51
Pichugina, Galina.

Agricultural education and social security of orphans and unwanted children in Russia.

IN: Journal of vocational education and training. Vol. 48,(2), 1996, p. 189-196
Oxfordshire: Triangle Journals, 1996.

This articles deals with the vocational training of students as private farmers at the Boarding Agroschool-Orphanage in Syktyvkar in the Komi Republic. This article summarises provision in the Agroschool, a boarding school for abandoned and orphan children in Syktyvkar. Arrangements in the school and its training farm are described, with an account of the courses in branches of agriculture which are designed to prepare the children for further instruction and employment in agricultural enterprises.

Keywords: Russia; Boarding Agroschool-Orphanage; Farm; Training; Farmer; Transition from school to work; Rural training
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

347

TD/INT 54.52

Journal of vocational education and training, volume 48, number 1 1996.

Oxfordshire: Triangle Journals, 1996. 1 v.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Elliott's paper looks at the impact of government intervention and external change on the structure and governance of further education colleges; Sharp explores the relationship between changes in the labour process, recent developments in the vocational curriculum and the challenges that these changes present to the preparation of further education lecturers; Unwin examines the history of apprenticeship in the UK and suggests that whilst the concept of apprenticeship may still be very attractive the history of its decline over the past 30 years should be treated seriously by policymakers who are attempting to re-create apprenticeship in the 1990s; Green and Holloway's paper reports on the use of a phenomenological research methodology to investigate the influence of experiential teaching and learning approaches in nursing education; Benett's article reports the findings of a project which aimed to identify correct practice and potential good practice in the guidance provided to GNVQ students during their induction.

For individual entries see TD/INT 54.53 to TD/INT 54.57.

Keywords: UK; Vocational education; Training; Work; Research
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

348

TD/INT 54.53

Elliott, Geoffrey.

Educational management and the crisis of reform in further education.

IN: Journal of vocational education and training. Vol. 48,(1), 1996, p. 5-23

Oxfordshire: Triangle Journals, 1996.

The impact of government intervention and external change on the structure and governance of further education colleges, and the restructuring of vocational education, provide the context for this paper. It explores the way in which markets, outputs, finance and managerialism find their expression in tensions between lecturers and managers in further education. Drawing upon an in-depth case study, policy initiatives are discussed in relation to the contradictory demands they make at the level of lecturers' practice. The implications for educational reform, and the political context of educational management in the sector, are highlighted.

Keywords: UK; Educational reform; Government policy; Organisational change; Vocational education; Educational policy; Educational administration; Lecture; Teaching method
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

349

TD/INT 54.54

Sharp, Graham.

Post-Fordism, the vocational curriculum and the challenge to teacher preparation.

IN: Journal of vocational education and training. Vol. 48,(1), 1996, p. 25-39

Oxfordshire: Triangle Journals, 1996.

This paper explores the relationship between changes in the labour process, recent developments in the vocational curriculum and challenges that these changes present to the preparation of further education lecturers in England and Wales. Firstly it will be argued that the economy is moving from a Fordist to a post-Fordist phase and that this change is affecting the vocational education curriculum. Previous attempts to relate post-Fordism to education have tended to analyse the relationships in terms that are too general. When a specific aspect of education and training is examined such as the introduction of National Vocational Qualifications and General National Vocational Qualifications in England and Wales, more light is shed on the question of "correspondence". This in turn reveals issues such as divisions between mental and manual work and issues of conception and execution which tend to be ignored or overlooked in debates about changes in the curriculum and changes in the economy. Secondly it will be argued that the new curriculum demands a new kind of professionalism for vocational teachers and a new kind of teacher preparation and expectation.

Keywords: UK; Wales; Teacher training; Curriculum development; Labour market; Educational needs
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

350

TD/INT 54.55

Unwin, Lorna.

Employer-led realities: apprenticeship past and present.

IN: Journal of vocational education and training. Vol. 48,(1), 1996, p. 57-68

Oxfordshire: Triangle Journals, 1996.

In 1993, the United Kingdom launched yet another new initiative to revitalise youth training, but this time, rather than choosing a title which conjures up the flexible workplace of the future, it chose to delve back into the industrial past and introduced Modern Apprenticeship. It was piloted for a year in 15 occupational sectors. Modern Apprenticeship is to expand in 1995/1996 to cover some 50 sectors, many of which have little history of substantive or accredited workplace training. By examining the history of apprenticeship in the United Kingdom, including evidence from two industrial sectors (electricity supply and chemicals), this paper suggests that whilst the concept of apprenticeship may still be very attractive to young people, their parents and some employers, the history of its decline over the past 30 years should be treated seriously by policymakers attempting to re-create apprenticeship in the 1990s.

Keywords: UK; Youth; Modern Apprenticeships; Educational policy; Apprenticeship; Workplace education; Educational reform
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

351

TD/INT 54.56
Green, Anita J.; Holloway, David G.
Student nurses' experience of experiential teaching and learning: towards a phenomenological understanding.
IN: Journal of vocational education and training. Vol. 48,(1), 1996, p. 69-84
Oxfordshire: Triangle Journals, 1996.

This paper reports on the use of a phenomenological research methodology to investigate the influence on clinical practice of pre- and post-registration nurse education which makes explicit use of experiential teaching and learning approaches. The primary aims of the research were: first, to examine the learners' understanding of experiential teaching and learning, and, secondly, to examine the claims made for the use of experiential teaching and learning approaches in both pre- and post-registration nurses courses. A rationale is provided for the selection of a phenomenological approach indicating its compatibility with the focus of the inquiry. The findings are presented and discussed in the context of other studies from both nurse and higher education. Previous experiences of experiential teaching and learning were explored, student interpretations differentiated and the relationship between course-based learning using experiential approaches and the implications for its influence on practice were examined. The paper concludes with the identification of methodological problems arising from the research strategy and issues emerging from the interview process.

Keywords: UK; Nurse; Nursing education; Experiential learning; Teaching method; Learning process
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

352

TD/INT 54.57
Benett, Yves.
Investigating the induction of GNVQ students.
IN: Journal of vocational education and training. Vol. 48,(1), 1996, p. 85-98
Oxfordshire: Triangle Journals, 1996.

The range of options presented to young people by the new General National Vocational Qualifications (GNVQ) is complex and GNVQ students need to become familiar and confident with key GNVQ terms and procedures. This article reports the findings of a research project which aimed to identify correct practice and potential good practice in the guidance provided to GNVQ students during their induction. The research showed that, although there were examples of good practice, an educational innovation of this nature and scope was inevitably somewhat flawed in some respects. The article ends with a brief look at the conceptualisation of GNVQ Induction Programmes and at how their content might be enriched.

Keywords: UK; Student orientation; Learner support; Student; GNVQ; General National Vocational Qualification; Best practice
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

353

TD/INT 54.58
Journal of vocational education and training, volume 47, number 4 1995.
Oxfordshire: Triangle Journals, 1995. 1 v.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Unwin and Wellington introduce the Modern Apprenticeship, with its professed aim of raising the standard of the work-based route; Stevenson looks at the differences in the construction of competence in different areas of practice; Brodie, Reeve and Whittaker offer a strategy for the development of successful work-based learning programmes within higher education as well as identifying and addressing the key challenges facing such a development; Ballard, Godfrey and Stoker's article focuses on a model for mentorship developed from the experiences of two nurse teachers that can be utilised in any student-mentor relationship; Schaafsma discusses the view that many sound innovations in vocational education and training fail because they are poorly implemented and looks at how this finding has prompted some vocational educators and trainers to find more effective methods for monitoring the learning outcomes of their training programmes in the workplace.

For individual entries see TD/INT 54.59 to TD/INT 54.63.

Keywords: UK; Vocational education; Training; Work; Research
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

354

TD/INT 54.59
Unwin, Lorna; Wellington, Jerry.

Reconstructing the work-based route: lessons from the Modern Apprenticeship.

IN: Journal of vocational education and training. Vol. 47,(4), 1995, p. 337-352
Oxfordshire: Triangle Journals, 1995.

Since the late 1970s, the work-based route in post-compulsory education and training has been struggling to create a respectable image through being seen as almost totally synonymous with discredited government sponsored youth training schemes. Yet for many young people, who have no desire to remain in full time education after the age of 16, the work-based route offers an attractive means of acquiring further education and qualifications. The introduction of Modern Apprenticeship, with its professed aim of raising the standard of the work-based route, provides the opportunity to re-examine how such a route could be reconstructed a decade after the launch of the Youth Training Scheme (YTS). This paper draws on current research into young people's experiences of the pilot year of Modern Apprenticeship covering 14 occupational sectors. Interviews with apprentices will be presented to highlight the ways in which young people conceptualise such issues as the form and structure of their future working lives, the realities of their local labour markets, the disadvantages of full-time education (including higher education), the liberating potential of workplace learning, and the term "apprentice".

Keywords: UK; Modern Apprenticeships; Apprenticeship; On-the-job training; Training policy
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

355

TD/INT 54.60
Stevenson, John.

Political colonisation of the cognitive construction of competence.

IN: Journal of vocational education and training. Vol. 47,(4), 1995, p. 353-364
Oxfordshire: Triangle Journals, 1995.

In the contemporary competency-based education and training (CBT) movement, competence was initially defined as behaviour, observed as performance on pre-specified work-based tasks. In the face of criticism, the construction has moved to accommodate those cognitive structures which are thought to underlie and enable such performance. This can be characterised as a colonisation of cognitive psychology which has occurred safely for the CBT movement because of the purportedly value-free nature of cognitive psychology. Nevertheless, it serves to push aside the implicit values that general education attaches to certain kinds of knowledge. CBT may appear to seek to redress normative problems underlying rival constructions of competence. However, it has not confronted these normative problems, but, rather, has assigned a pre-emptive good to education, which does not overcome or reconcile differences in the construction of competence in different areas of practice. The final quest for a better construction of competence seems to be interrupted by the imposition of a value system which rivals other sets of values. Thus, there seem to be restricted possibilities for the transformation of the idea of competence into a shared construction underpinned by shared values about what constitutes competence.

Keywords: Competence; Competency based training; Cognitive process; Professional knowledge; Learning process; Value system
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

356

TD/INT 54.61
Brodie, Ian; Reeve, Fiona; Whittaker, Ruth.

Delivering the DEAL: implementation of a work-based learning programme at degree level.

IN: Journal of vocational education and training. Vol. 47,(4), 1995, p. 365-385
Oxfordshire: Triangle Journals, 1995.

This paper offers a strategy for the development of successful work-based learning programmes within higher education. It identifies and addresses the key challenges facing such development. Firstly, whether it is possible to develop a work-based learning programme which provides an effective learning experience at higher education level and which draws upon opportunities within the workplace. Secondly, whether work-based learning programmes are an appropriate vehicle for structuring and accrediting the continuing development of the workforce. In addressing these challenges, we examine the design and quality assurance of a work-based learning programme for qualified social workers, placing particular emphasis on the development of an appropriate learning model. Some of the criticisms are considered and it is argued that work-based learning programmes composed of learning outcomes achieved entirely through practice can be compatible with the aims of higher education.

Keywords: UK; On-the-job training; Workplace education; Academic education; DEAL; Developing Employment-based Access to Learning; Learning process
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

357

TD/INT 54.62
Ballard, Elaine; Godfrey, Sonia; Stoker, David.
Model for mentorship in nurse teacher preparation.
IN: Journal of vocational education and training. Vol. 47,(4), 1995, p. 387-404
Oxfordshire: Triangle Journals, 1995.

This article focuses on a model for mentorship developed from the experiences of two nurse teachers as they took on the roles of mentor and student during a Post-Graduate Certificate of Education course, in preparation for teaching student nurses within a college of nursing and midwifery. The dynamic nature of the relationship and the teachers' experiences resulted in the development of a model for mentorship, which can be identified as a cyclic process, to be utilised in any student-mentor relationship. The discussion revolves around the course structure, theories of mentorship, the development of the model itself, and finally, how the model was applied in practice. The course itself revolved around the achievement of competencies and the article explores how these were utilised as a primary learning tool. The value and appreciation of such a competency-based course is highlighted and reflected upon in the final review.

Keywords: UK; Mentor; Model; Learning process; Teacher training; Nursing education; Higher education
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

358

TD/INT 54.63
Schaafsma, Hank.
Monitoring training programmes using level of use interviews.
IN: Journal of vocational education and training. Vol. 47,(4), 1995, p. 405-424
Oxfordshire: Triangle Journals, 1995.

Many sound innovations in vocational education and training fail because they are poorly implemented. This finding has recently prompted some vocational educators and trainers to find more effective methods for monitoring the learning outcomes of their training programmes in the workplace. This paper reports on a case study of innovation implementation in a unit of a large Australian telecommunication organisation. A form of participatory action research enabled the monitoring of the training outcomes to be undertaken by the (17) front-line managers themselves. The Levels of Use (LoU) of the innovation interview was adapted by the participants to monitor a new telephone repair service called Fix-it-First-Time. The main findings reported here deal with the success of the action learning process that was integral to measuring the implementation outcomes. These findings are also briefly discussed in the context of some European trends in vocational education and training.

Keywords: Australia; Educational innovation; Course evaluation; Workplace education; Quality control; Outcome of education; On-the-job training
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

359

TD/INT 54.64
Journal of vocational education and training, volume 47, number 3 1995.
Oxfordshire: Triangle Journals, 1995. 1 v.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Hodkinson and Hodkinson outline the key characteristics of a new paradigm, based on measurement of outcomes and payment by results in a market context, for the management of British vocational education and training; Symes looks at the concern about an economy in decline and a labour force with limited skills and educational capacity which has prompted an examination into the direction of its education; Humphreys and Oxtoby's paper examines the way in which, with external support, Egypt has sought to promote management development and training for principals and draws attention to the significance of culture difference as a factor affecting successful aid delivery; James' supports the notion of incorporating developmental concerns-based models together, to provide a suitable framework for vocational preparation; Offredy's article provides some critical insight into trainees' experiences of their practical placements during their first year on a Youth Training programme.

For individual entries see TD/INT 54.65 to TD/INT 54.67, TD/TNC 52.87 and TD/INT 54.68.

Keywords: UK; Vocational education; Training; Work; Research
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

360

TD/INT 54.65
Hodkinson, Phil; Hodkinson, Heather.

Markets, outcomes and the quality of vocational education and training: some lessons from a Youth Credits pilot scheme.

IN: Journal of vocational education and training. Vol. 47,(3), 1995, p. 209-225
Oxfordshire: Triangle Journals, 1995.

This paper outlines the key characteristics of a new paradigm for the management of British vocational education and training. This paradigm is based on measurement of outcomes and payment by results in a market context. The clearest example of this paradigm, thus far, is the Youth Credit scheme, where young people pay for their training by means of a voucher. Based on an investigation of one of the first pilot schemes, the authors show that despite the existence of the new quality controls within this new paradigm, training of poor quality was experienced by several of the young people that were studied. The experience on one young woman is presented as a detailed case study, from which pointers can be drawn as to what quality training might consist of. These include: the importance of a quality learning process, which must be coherent and coordinated, including a mutually reinforcing relationship between on and off the job training, and with effective professional relationships between the learner and those others involved with training provision. The current obsession with markets and outcomes largely ignores such characteristics and may, therefore, contribute to a lowering of training quality whilst claiming to do the reverse.

Keywords: UK; Outcome of education; Performance indicator; Quality; Measurement; Training scheme; Training market; Labour market; Educational voucher
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

361

TD/INT 54.66
Symes, Colin.

Post-Fordist reworking of Australian education: the Finn, Mayer and Carmichael reports in the context of labour reprocessing.

IN: Journal of vocational education and training. Vol. 47,(3), 1995, p. 247-271
Oxfordshire: Triangle Journals, 1995.

Like its counterparts overseas, Australian education has recently been the subject of scrutiny and review, particularly in respect to its relationship to the economy and work. Concern about an economy in decline and a labour force with limited skills and educational capacity prompted an examination into the direction of its education. To offset Australia's alleged poor performance in the areas, a number of policy options have been adopted which would bring schools into closer relationship with the demands of the workplace. In effect we are witnessing a resurgence of human capital imperatives in educational policy. But unlike its manifestations in the past, which contained Fordist and Taylorist elements, the new nexus which is now being forged between school and work is post-Fordist in character.

Keywords: Australia; Vocational education; Postcompulsory education; Educational reform; Educational policy; Finn report; Carmichael report; Mayer report; Training employment relationship; Human resource development
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

362

TD/INT 54.67
Humphreys, Michael; Oxtoby, Robert.

Improving technical education in Egypt: management development, international assistance and cultural values.

IN: Journal of vocational education and training. Vol. 47,(3), 1995, p. 273-287
Oxfordshire: Triangle Journals, 1995.

Technical and vocational education in developing countries has been expanded rapidly during the last 20 to 30 years, often with the help of international donor agencies. There are now growing doubts about the effectiveness of this investment. As resources have become less plentiful and student numbers have increased, quality has deteriorated. This paper examines one particular aspect of the problem and the way in which, with external support, one particular country, Egypt, has sought to respond to the problem by promoting management development and training for principals of its many technical schools. Based on a survey of attitudes towards certain items of work-related and managerial behaviour by Egyptian and British college principals, it draws attention to the significance of culture difference as a factor affecting successful aid delivery. The conclusion is that this factor may still be all too frequently overlooked in internationally assisted projects aimed at improving technical and vocational education.

Keywords: Egypt; Technical education; Vocational education; Principal; Training; Cultural factor; Aid programme
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

363

TD/INT 54.68
Offredy, Maxine.

Personal narratives of young people working in a caring environment.

IN: Journal of vocational education and training. Vol. 47,(3), 1995, p. 309-328
Oxfordshire: Triangle Journals, 1995.

This article provides some insight into the biographies of young adults undertaking a Youth Training (YT) caring course in both National Health Service (NHS) hospitals and non-NHS settings in England. The data forms part of a wider ethnographic account of the personal narratives of young people on government-sponsored vocational schemes. In general, the study explores aspects of their world of work, but in particular this article looks critically at the trainees' experiences of their practical placements during their first year on the programme.

Keywords: UK; On-the-job training; Work experience; Youth Training Scheme; Hospital
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

364

TD/INT 54.69

Journal of vocational education and training, volume 47, number 2 1995.

Oxfordshire: Triangle Journals, 1995. 1 v.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Humphreys' paper analyses the market for health care education in terms of the distribution of power between key players; Abrokwa looks at the unresolved international debate - is the introduction of pre-vocational programmes at the pre-university levels of the education systems of the developing nations the answer to the growing problem of unemployment among the educated in these countries?; Hagar describes the types of competency standards that would be a hindrance for vocational education and training providers and those that would be a help; Gleeson argues that an important characteristic of the industrial trades, both in terms of economic efficiency and the nonalienating character of the work, has been the integrity of the work culture; Bullock and Scott have responded to a publication which examined the validity of business-education partnerships in initial teacher training and their paper stresses the need for permeation and flexible learning strategies in introducing and addressing these aspects of the curriculum; Leroux and Lafleur test the widespread belief that having critical abilities that employers are looking increases the probability of career success.

For individual entries see TD/INT 54.70 to TD/INT 54.75.

Keywords: UK; Vocational education; Training; Work; Research
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

365

TD/INT 54.70
Humphreys, John.

Paradigms of practice: a dilemma for nurse educators.

IN: Journal of vocational education and training. Vol. 47,(2), 1995, p. 113-127
Oxfordshire: Triangle Journals, 1995.

This paper analyses the market for health care education in terms of the distribution of power between key players. It argues that the local purchasers (currently regions) and recipients of the products of nurse education (National Health Service Trusts) now exert levels of control which are unique in the field of post-compulsory education and training in the UK. As universities pick up the business of nurse education the nurse teacher is simultaneously drawn in various directions. It is argued that the reconciliation of new tensions in the role of the nurse teacher is not simply a function of the philosophical compatibility of competing priorities. Rather, the location of power in the hands of relatively small numbers of large purchasers and employers may effect a radical change towards instrumentalist ideologies, at the expense of orthodox approaches to education. From an analysis of various models of the nurse teacher, it is postulated that the currently established paradigm of practice may be threatened by an incipient new paradigm, which, while it may be more suited to the market, is incompatible with current professional values.

Keywords: UK; Nurse; Nursing education; Teacher training; Training system; Educational reform; Labour market; Professional knowledge
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

366

TD/INT 54.71
Abrokwa, Clemente K.

Vocational education in the third world: revisiting the debate.

IN: Journal of vocational education and training. Vol. 47,(2), 1995, p. 129-140
Oxfordshire: Triangle Journals, 1995.

This article revisits the unresolved international debate, taking place since the 1960s, on the issue of vocational education. Is the introduction of pre-vocational programmes at the pre-university levels of the education systems of the developing nations the answer to the growing problem of unemployment among the educated in these countries? It argues that current inflationary economic conditions and the acute dearth of public sector jobs appear to be causing school graduates to be more willing to receive vocational training in order to earn a more secure living. It is therefore suggested that the nature and practice of vocational education be redefined to suit the current needs of both students and society.

Keywords: Vocational training; Skilled worker; Skill development; Educational planning; Developing country; Employment
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

367

TD/INT 54.72
Hager, Paul.

Competency standards: a help or a hindrance? an Australian perspective.

IN: Journal of vocational education and training. Vol. 47,(2), 1995, p. 141-151
Oxfordshire: Triangle Journals, 1995.

The mere existence of competency standards for an occupation is not, in itself, enough to tell us whether they will be a help or a hindrance for education and training providers. Instead, that will depend on what sort of competency standards they are and how they are being used by the education and training providers. This paper will describe, firstly, the types of competency standards that would be a hindrance for vocational education and training providers and those that would be a help. Secondly, assuming that competency standards of the helpful type are available, the paper will outline the ways of using them that would still be detrimental to vocational education and training, and contrast this with ways of using them so as to improve the provision of vocational education and training. As against the widely held belief that competency standards require a totally new approach to vocational education and training, this paper argues that this is true only of the type of competency standards that are a hindrance. The type of competency standards that are helpful to vocational education and training provide a powerful means of improving what has always been best practice in the design, delivery and assessment of vocational education and training courses.

Keywords: Australia; Competency; Competency standard; Evaluation; Best practice
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

368

TD/INT 54.73
Gleeson, Paul.

Restructuring the industrial trades in Australia: the dark side of post-Fordism.

IN: Journal of vocational education and training. Vol. 47,(2), 1995, p. 153-164
Oxfordshire: Triangle Journals, 1995.

Debate concerning industrial restructuring in Australia has mainly focused upon the attributes of post-Fordist as opposed to Fordist forms of work organisation. However, the industrial trades, which are also undergoing restructuring, have not been adequately considered in this debate. This paper argues that an important characteristic of the industrial trades, both in terms of economic efficiency and the nonalienating character of the work, has been the integrity of the work culture. It further argues that, while this form of work organisation already provides a viable alternative to Fordism, it will be diminished by restructuring based upon post-Fordist criterion. The paper concludes that underlying the debate about the qualities of post-Fordism is a postmodern ideology of autonomy which encourages the disintegration of conventional forms of association and communication and, thus, is oblivious to the merits of the tradesperson cultural identity.

Keywords: Australia; Industry restructuring; Work environment;

Culture; Work organisation
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

369

TD/INT 54.74
Bullock, K. M.; Scott, W. A. H.

Partnerships in teacher education: a response to The Business Partnership in School-based/centred Initial Teacher Training.

IN: Journal of vocational education and training. Vol. 47,(2), 1995, p. 165-176
Oxfordshire: Triangle Journals, 1995.

This paper is a response to a joint publication from Enterprise Approaches to Teacher Education (EATE), the Teacher Placement Service (TPS) and the Banking Information Service (BiS) (June 1994) which examined the validity of business-education partnerships in initial teacher training. While supporting the essential points made by EATE et al, this paper stresses the need for permeation and flexible learning strategies in introducing and addressing these aspects of the curriculum and cites experiences from the school-based Post-Graduate Certificate in Education (PGCE) at the University of Bath.

Keywords: UK; Industry; Training employment relationship; Teacher training; Flexible delivery
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

370

TD/INT 54.75
Leroux, Janice A.; Lafleur, Susan.

Employability skills: the demands of the workplace.

IN: Journal of vocational education and training. Vol. 47,(2), 1995, p. 189-196
Oxfordshire: Triangle Journals, 1995.

The Employability Skills Profile (ESP) was developed in 1992 by the Conference Board of Canada in conjunction with leading business people and educators from across the country. Critical abilities that employers are looking for in Canada fall under academic, personal management and team work skills. There is a widespread belief that having these skills increases the probability of career success. One rural and one suburban secondary school in eastern Ontario participated in a pre/post-research study. Twenty-four teachers completed questionnaires ranking the ESP on (1) their personal belief in the importance of skills; and (2) the degree to which the skills were incorporated into their teaching practice. A training intervention on the ESP was conducted prior to the post measure and focus group interviews were held on each site. Results indicated the personal management skills were ranked most important, followed by academic skills and team work skills. Application to actual teaching indicated informal teaching of the skills when students absorbed the skills through classroom policies and management practices. Recommendations deal with the need for more school and business collaboration.

Keywords: Canada; Transition from school to work; Skill; Employability; Employability Skills Profile; Work preparation; Training policy
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

371

TD/INT 54.76

Journal of vocational education and training, volume 47, number 1 1995.

Oxfordshire: Triangle Journals, 1995.
1 v.

This journal was previously called *The vocational aspect of education*.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Phillips explores the construction of vocational identities; Luby reflects on the experience of the Borders Enterprise Initiative and argues that there is some justification for the claim that the vocational aspect of education, as exemplified by Technical and Vocational Education Initiatives (TVEI), can provide a means by which to democratise the curriculum; McKenzie disputes the view that the distinction between education and training is becoming obsolete; Sultana sets out to evaluate the quality of educational provision offered in vocational secondary schools in Malta; Tizard describes the problems encountered in introducing curriculum change to an engineering programme in a further education college.

For individual entries see TD/INT 54.77 to TD/INT 54.81.

Keywords: UK; Vocational education; Training; Work; Research
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

372

TD/INT 54.77
Phillips, Tom.
Constructing vocational identities.
IN: Journal of vocational education and training. Vol. 47,(1), 1995, p. 5-19
Oxfordshire: Triangle Journals, 1995.

Social constructionism is identified as a significant movement within contemporary psychology promising a new way of looking at young people constructing their first substantive vocational identities. An existential notion of vocational exploration as a form of personal project is introduced with this being articulated in terms of the dramatic nature of much that happens to young people while clarifying identities. Through an interpretive analysis of four literary and historical texts using Burke's pentad model for explicating dramatic experiences evidence is given of identities in the process of construction. The main gain for vocationalists is clarified as an approach offering ideas on careers-in-progress to compliment established approaches on careers-in-prospect and careers-in-retrospect.

Keywords: UK; Career development; Career planning; Vocational guidance; Transition from school to work
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

373

TD/INT 54.78
Luby, Antony.
Enterprising approach to democratising the curriculum: reflections on a Scottish experience.
IN: Journal of vocational education and training. Vol. 47,(1), 1995, p. 21-33
Oxfordshire: Triangle Journals, 1995.

Recently, some educationalists in the United Kingdom, the USA and Australia have claimed that the vocational aspect of education, as exemplified by Technical and Vocational Education Initiatives (TVEI) such as Enterprise Learning, can provide a means by which to democratise the curriculum. This article reflects on the experience of the Borders Enterprise Initiative and argues that there is some justification for this claim. First of all, the roots of this curricular initiative are explored and they are found to come from three main sources namely, (a) reflective classroom practice, (b) enterprise mini-companies as promoted by TVEI, and (c) social and vocational skills as fashioned by the Scottish Standard Grade course. Secondly, the enterprising approach fashioned by the fusion of these roots is examined in the themes of curriculum change, pedagogic practice and theory, and approaches to teaching and learning. Finally, this enterprising approach to the curriculum is set within the context of a democratic approach to educational practice.

Keywords: Scotland; Educational reform; Educational policy; Technical and Vocational Education Initiative; TVEI; Borders Enterprise Initiative; Curriculum development
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

374

TD/INT 54.79
McKenzie, Peter.
Education and training: still distinguishable?
IN: Journal of vocational education and training. Vol. 47,(1), 1995, p. 35-49
Oxfordshire: Triangle Journals, 1995.

Recently it has been proposed that the distinction between education and training is becoming obsolete. This paper disputes that conclusion, arguing that it is arrived at by failing to distinguish the increasing sophistication of modern training, and the cognitive and social skills that need to accompany this, from a broader, liberal concept of education. Alternative definitions of education and training are identified and shown to generate correspondingly different analyses of the current situation, as well as alternative curricular proposals.

Keywords: UK; Training system; Education; Training; Definition; Skill; Educational reform
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

375

TD/INT 54.80
Sultana, Ronald G.
Vocational secondary schools in Malta: quality of education and the reproduction of inequality.
IN: Journal of vocational education and training. Vol. 47,(1), 1995, p. 51-67
Oxfordshire: Triangle Journals, 1995.

This article sets out to evaluate the quality of educational provision offered in vocational secondary schools in Malta. The economic and political context which saw the setting up of trade schools in the early 1970s is described, and an account of the educational goals for these new schools, intended to rekindle the motivation for learning in low and non-achieving students, is offered. The article then explores the extent to which these goals were achieved, particularly through the examination of three related areas, namely the form (the status of trade schools as separate educational institutions), the content (the curriculum) and the process (classroom processes and instructional methods) evinced in these schools. The article concludes by arguing that the failure of trade schools to provide a worthwhile educational experience has to be located in the relationship between mental and manual work in the wider social order, and that the problems identified in this article could be endemic to vocational schooling at the secondary school level and therefore not necessarily context-bound.

Keywords: Malta; Secondary school; Vocational education; Evaluation; Quality; Transition from school to work; Outcome of education; Student performance; Learning motivation; Disadvantaged; Youth
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

376

TD/INT 54.81
Tizard, Jenny.
Problems of integrating core skills development with vocational learning: a case study in engineering.
IN: Journal of vocational education and training. Vol. 47,(1), 1995, p. 87-97
Oxfordshire: Triangle Journals, 1995.

This paper describes an institutionally based research project examining the problems encountered in introducing curriculum change to an engineering programme in a further education college. The project required tutors to integrate assessment of core skills with their engineering assessment. Evaluation of the impact of these changes was made using both interviews and questionnaires. Tutors experienced some problems in taking on this new responsibility. Students, particularly adult students, welcomed a move to more active learning, but required more guidance from lecturers on what was required of them. The project explored the practical problems experienced by lecturers and students when change was introduced. The findings of this study highlight the extent of change in attitude and in teaching style that may be required by many lecturers implementing General National Vocational Qualifications programmes.

Keywords: UK; Curriculum development; Engineering; Basic skill; Educational reform; Evaluation
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

377

TD/INT 54.82
Vocational aspect of education, volume 46, number 3 1994.
Oxfordshire: Triangle Journals, 1994.
1 v.

The title of this journal has changed to the *Journal of vocational education and training.*

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Williams and Yeomans examine the transformation, due to the emergence of the new vocationalism and to alleged changes in the nature of work, work organisation and the labour market, of the business studies curriculum in secondary schools; Avis looks at the ethnography of further education and the policy-orientated literature and explores the imbalance between them; Velde and Hopkins review the merits of selected reporting schemes, and then present questions for further research about employers' reactions to reporting of competency information; Stevens and Mason look at the influence of isolation on the vocational choice processes of rural students; Nwoke focuses on the outcomes of the period of work experience that is required in most programmes of teacher preparation, which given Nigeria's present economic crisis, has become unpaid work experience.

For individual entries see TD/INT 54.83 to TD/INT 54.87.

Keywords: UK; Vocational education; Training; Work; Research
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

378

TD/INT 54.83
Williams, Ralph; Yeomans, David.
New vocationalism enacted? the transformation of the business studies curriculum.
IN: Vocational aspect of education. Vol. 46,(3). 1994, p. 221-239
Oxfordshire: Triangle Journals, 1994.

This paper, which is based on ESRC-funded research, draws on quantitative and qualitative data to examine the transformation of the business studies curriculum in secondary schools. It links this transformation to the emergence of the new vocationalism and to alleged changes in the nature of work, work organisation and the labour market. The paper argues that the changes which have taken place in the business studies curriculum are the result of interplay between the rhetoric of the new vocationalism, the resources mobilised to support this rhetoric, the activities of various mediating agencies, the characteristics and environments of schools and the professional and career concerns of teachers. The paper ends by considering the place of business studies within the curriculum in the aftermath of the 1988 Education Act.

Keywords: UK; Organisational change; Work organisation; Job requirements; Curriculum development; Business; Secondary school

ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

379

TD/INT 54.84
Avis, James.
Ethnography of further education and the policy-orientated literature: contrasts.
IN: Vocational aspect of education. Vol. 46,(3), 1994, p. 241-256
Oxfordshire: Triangle Journals, 1994.

This paper explores the imbalance between the ethnography of further education and the policy-orientated literature. The paper redraws this imbalance into one between optimism of policy literature and the pessimism of ethnography. This pessimism has its roots in theories of reproduction and even the most recent work fails to escape this. Post-Fordists' notions support the optimism of policy literature; it is unlikely that the promise of a high trust / high skill society can be delivered within a capitalist society. It is argued that the insights of reproduction theory should be married to the concerns of policy literature with a view to developing critical and transformative practices.

Keywords: UK; Educational research; Theory; Sociological; Further education; Educational policy
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

380

TD/INT 54.85
Velde, Christine; Hopkins, Charles.
Reporting trainee competence: what and how much do employers need to know?
IN: Vocational aspect of education. Vol. 46,(3), 1994, p. 257-271
Oxfordshire: Triangle Journals, 1994.

Three major elements in the Australian national workplace reform agenda are the introduction of key / generic workplace competencies, national occupational employment standards and a competency-based education-training system that recognises prior learning and assures development of identified competencies, both generic and occupationally specific. Attempts to develop effective and efficient assessment schemes to determine participant competence are underway. A continuing major concern, however, is how best to report information to potential employers. While employers need sufficient relevant information to make informed hiring decisions there is the distinct danger of providing too much detailed information in a competency-based education system that it is not able to be used in a timely and efficient fashion. This paper reviews the merits of selected reporting schemes being considered, and then presents questions for further research about employers' reactions to reporting of competency information.

Keywords: Competency; Trainee; Workplace; Training evaluation; Reporting system; Standard
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

381

TD/INT 54.86
Stevens, Ken; Mason, Dale.
Family and school influences on the vocational choices of students in a rural Western Australian community.
IN: Vocational aspect of education. Vol. 46,(3), 1994, p. 273-283
Oxfordshire: Triangle Journals, 1994.

Little is known about the influence of isolation on the vocational choice processes of rural students except that such people often make very traditional career choices. In remote areas of Australia vocational choice has to be considered at a comparatively early stage of a student's education because of the lack of full, locally available secondary education facilities. Students, in some cases accompanied by their families, migrate to urban centres to complete years 11 and 12 in order to matriculate. In the Western Australian community in which this study was located, the influence of family and school on the vocational decisions of 24 rural students was investigated. Family influence was found to be much stronger than that of the school, a matter that has implications for schools that are remote from vocational opportunities.

Keywords: Australia; Educational opportunity; Student; Career planning; Rural youth; Disadvantaged; Access to education
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

382

TD/INT 54.87
Nwoke, Godfrey I.
Student and employer evaluations of unpaid work experience in a Nigerian vocational teacher education programme.

IN: Vocational aspect of education. Vol. 46,(3), 1994, p. 285-295
Oxfordshire: Triangle Journals, 1994.

A certain period of work experience is required in most programmes of teacher preparation before individuals are certified as vocational teachers. Students who do not meet this requirement prior to enrolling in degree programmes do so before graduation through a cooperative work experience programme. For students earning an income while meeting a college requirement is an incentive for active participation. However, given Nigeria's present economic crisis, most employers are unwilling to provide paid work experience to students. This study investigated the outcomes of an unpaid work experience programme. The results showed that positive outcomes were achievable, in spite of the absence of income and the problems associated with it. Implications for more effective work experience programmes are discussed.

Keywords: Nigeria; Skill development; Work experience; Teacher training; Vocational education
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

383

TD/INT 54.88

Vocational aspect of education, volume 46, number 2 1994.
Oxfordshire: Triangle Journals, 1994. 1 v.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Holloway identifies the key principles of TQM, critically reviewing the literature that examines their application in education and focusing on the post-compulsory sector; Murry and Machell's paper is a discussion of the difficulties individuals who have disabilities face when they leave US federally funded public school programs; Erridge and Perry outline the process through which competence-based National Vocational Qualifications in Purchasing have been developed; Watson examines three different strategies for the assessment of competence; Nwagwu traces the history of the participation of women in education and the teaching profession in Nigeria and then examines the increasing recruitment of women into teaching; Griffin and Bailey use three brief contributions by individuals at present involved in the administration and provision of vocational courses in Russia in an attempt to provide insight in a time of radical change.

For individual entries see TD/INT 54.89 to TD/INT 54.94.

Keywords: UK; Vocational education; Training; Work; Research
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

384

TD/INT 54.89
Holloway, David G.

Total quality management, the learning organisation and post-compulsory education.
IN: Vocational aspect of education. Vol. 46,(2), 1994, p. 117-130
Oxfordshire: Triangle Journals, 1994.

The turbulence confronting educational institutions in the United Kingdom has led to the suggestion that any attempt to respond using established management principles and processes is likely to be dysfunctional. Total quality management (TQM) has been advanced as a strategy that will enable educational institutions to adapt to the greater market orientation and transform them into learning organisations. The paper identifies the key principles of TQM, critically reviewing the literature that examines their application in education and focusing on the post-compulsory sector. Secondly, selected linkages between the key principles and other approaches to the study of organisational behaviour, including aspects of open systems theory, leadership, teamworking, training and staff development, and organisational culture are examined. The concept of the learning organisation is outlined and its relationship with TQM is examined. The paper concludes that TQM treats organisational change issues in educational institutions and the concept of the learning organisation as unproblematic, ignoring issues of power, authority, resistance to change and double-loop learning.

Keywords: UK; Total quality management; Educational reform; Educational institution; Postcompulsory education; Quality control; Organisational change
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

385

TD/INT 54.90
Murry, Francie R.; Machell, Jim.

From transition to work lives: time to integrate student support systems.
IN: Vocational aspect of education. Vol. 46,(2), 1994, p. 131-137
Oxfordshire: Triangle Journals, 1994.

This paper is a discussion of the difficulties individuals who have disabilities face when they leave US federally funded public school programs. Exemplary programs from several sources outside public education are described as models for collaboration. Suggestions are provided for ways in which special education programs in the public schools can promote adherence to the Americans with Disabilities Act for their students in the transition from school to post-secondary school and work. Other programs are highlighted that provide supportive practices that are viewed as necessary to meet the needs of students in schools and in preparation for post-school life.

Keywords: USA; Disadvantaged; Disability; Educational opportunity; Equal opportunity; Transition from school to work; Student; Learning support
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

386

TD/INT 54.91
Erridge, Andrew; Perry, Shayne.
Validity and value of national vocational qualifications: the case of purchasing.
IN: Vocational aspect of education. Vol. 46,(2), 1994, p. 139-154
Oxfordshire: Triangle Journals, 1994.

This paper outlines the process through which competence-based National Vocational Qualifications in Purchasing have been developed against the context of criticisms of the concept itself and the methodology adopted. It is argued that the validity of such qualifications lies in practitioner involvement in their development and assessment. They also have value through their incorporation in organisational personnel selection and development processes. Ultimately, however, their validity and value remain to be established through empirical research.

Keywords: UK; National Vocational Qualifications; NVQ; National plan; Competency based training; Purchasing; Industry; Standard
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

387

TD/INT 54.92
Watson, Anthony.
Strategies for the assessment of competence.
IN: Vocational aspect of education. Vol. 46,(2), 1994, p. 155-165
Oxfordshire: Triangle Journals, 1994.

This paper examines three different strategies for the assessment of competence. The strategies are different because they base their judgements about competence on different forms and amounts of evidence and they adopt different procedures for obtaining this evidence. Each strategy is illustrated by means of an analysis of an assessment programme in operation. The programmes are drawn from an investigation of competency-based training programmes in TAFE colleges, industry and various training institutions carried out in Australia and Great Britain during 1992. The analysis brings out the strengths and weaknesses of each strategy as well as the particular problems and difficulties associated with the assessment of competence and the procedures that must be followed to ensure that principles of sound assessment are adhered to.

Keywords: Australia; UK; Competence; Assessment; Competency based assessment; Evaluation technique; Recognition of prior learning; Work performance
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

388

TD/INT 54.93
Nwagwu, Cordelia.
Women in Nigeria's teaching profession: the challenges ahead.
IN: Vocational aspect of education. Vol. 46,(2), 1994, p. 167-180
Oxfordshire: Triangle Journals, 1994.

This paper traces the history of the participation of women in education and the teaching profession to the mid-nineteenth century when Western education was introduced in Nigeria. It shows how cultural and religious traditions as well as economic factors prevented the effective involvement of women in teaching. The author then examines the increasing recruitment of women into teaching and the trend in the teachers' colleges where women's enrolment often outstrips that of men. Research evidence reveals that reasons for this development are due neither to improved teaching service conditions nor to a growing interest in the profession. The main reason is the desire to use certificates from Colleges of Education for easier entry into universities to obtain degrees and jobs, often outside teaching. The administrative and profession implications of the situation are discussed and recommendations made to meet the challenge.

Keywords: Nigeria; Women; Participation; Teacher training; Employment; Career planning
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse,

National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

389

TD/INT 54.94

Griffin, Anne; Bailey, Bill; Butko, Yevgeni; Schachimanyan, I. K.; Kutcherenko, Nina; Vigovskaya, Valentina.

Vocational education in Russia in the transition to a market economy.

IN: Vocational aspect of education. Vol. 46,(2), 1994, p. 181-193

Oxfordshire: Triangle Journals, 1994.

This report does not attempt to survey the current situation in Russian vocational education. The diversity of the system and the absence of data makes that impossible. In the absence of fuller accounts, this report uses three brief contributions by individuals, at present involved in the administration and provision of vocational courses in Russia, in an attempt to provide insight in a time of radical change.

The first contribution is a paper by Butko that provides some basic information about vocational institutions as well as some indication of the official thinking about current priorities and the role of central government in the market economy.

The author of the second contribution is Schachimanyan, whose interest is in developing an approach to the marketing of education under the new circumstances.

The third paper is an account of one institution in Moscow by two of its staff. It outlines considerable curriculum development in the face of severe pressure.

Keywords: Russia; Vocational education; Educational reform; Educational planning; Labour market; Marketing; Educational policy; Third Moscow Industrial-Pedagogical Technical School; Curriculum development

ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**

Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

390

TD/INT 54.95

Vocational aspect of education, volume 46, number 1 1994.

Oxfordshire: Triangle Journals, 1994. 1 v.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Billett proposes an approach to vocational skill development which emphasises the authenticity of learning experiences; Freeman's paper describes an upgrading programme that assessed the training needs for institutes in India, their libraries and their librarian's training needs; McKinnon and Ahola-Sidaway examine the issue of secondary school vocational education reform in North America from a critical feminist perspective by linking directly to challenges that women face in pink and blue collar jobs; Hatton, Owens and Powell outline a proposed framework for initial professional preparation based upon developmental approaches to nurse and teacher education; Boulogne, Benett and McKenzie outline some of the existing relationships between education and business in St Lucia and they suggest a number of possible developments and makes a few recommendations; Gallimore's paper reports on a study that explores the work of chartered general practice surveyors against a framework of learning styles.

For individual entries see TD/QLD 39.02, TD/INT 54.96 to TD/INT 54.100.

Keywords: UK; Vocational education; Training; Work; Research

ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**

Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

391

TD/INT 54.96

Freeman, Mike.

Introducing the concept of user education to the Central and State Training Institute librarians of India, 1990-93.

IN: Vocational aspect of education. Vol. 46,(1), 1994, p. 31-39

Oxfordshire: Triangle Journals, 1994.

The Central and State Training Institutes of India constitute a discrete sector of vocational training for the central and local government personnel of the nation. As part of the Overseas Development Administration's upgrading programme for the institutes, their libraries and their librarian's training needs were assessed. A prime training need identified was the introduction of the user education concept to the librarians to enable them to undertake a modern, proactive role integrated into the curricula of the institutes. A course of User education design and delivery methods was planned and taught to institute librarians in Delhi and Mysore in 1990. A further enhanced course was delivered in Delhi in January 1993.

Keywords: India; Library; Library role; Librarian; Training needs; Learning support; Vocational training

ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**

Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

392

TD/INT 54.97
McKinnon, Margaret; Ahola-Sidaway, Janice.

Office workers, factory workers, cashiers or cooks: a North American perspective on vocational education reform at the secondary school level.

IN: Vocational aspect of education. Vol. 46,(1), 1994, p. 41-60
Oxfordshire: Triangle Journals, 1994.

This paper examines the issue of secondary school vocational education reform in North America from a critical feminist perspective by linking directly to challenges that women face in pink and blue collar jobs. In the first part of the paper we review the research literature on pink and blue collar jobs in the clerical, sales, service and manufacturing sectors. We explore how occupational sex segregation, job value and job security shape the working contexts of female employees in these jobs. In the second part of the paper we turn our attention to the implications of these challenges for vocational education reform. We focus on how curricular contexts such as traditional and non-traditional vocational curricula, secondary school-workplace linkages, and non-vocational courses could be reformed to become more responsive to the workplace challenges that current and future female workers face in pink and blue collar jobs.

Keywords: USA; Secondary school; Vocational education; Educational reform; Feminism; Sex discrimination; Labour market; Factory; Office worker; Clerical worker; Cook
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

393

TD/INT 54.98
Hatton, Neville; Owens, Lee; Powell, Anne.

Towards a framework for professional preparation: lessons from teacher and nurse education.

IN: Vocational aspect of education. Vol. 46,(1), 1994, p. 61-79
Oxfordshire: Triangle Journals, 1994.

This paper outlines a proposed framework for initial professional preparation based upon developmental approaches to nurse and teacher education. Key aspects of that framework are compared with the actual outcomes of a recent collaborative research study into students in nursing and their perceptions of learning in the clinical setting. Similarities and differences are identified and discussed, particularly those relating to concerns neophytes have during pre-service courses. Several issues of importance in practicums undertaken as part of professional programmes, including the complementary roles played by experienced practitioners and university staff, are emphasised, along with the value of fostering reflection upon practice.

Keywords: Australia; Nursing education; Teacher training; Professional knowledge; Learning process; Model
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

394

TD/INT 54.99
Boulogne, T.; Benett, Yves; McKenzie, P.

Education and business links in St Lucia.

IN: Vocational aspect of education. Vol. 46,(1), 1994, p. 81-88
Oxfordshire: Triangle Journals, 1994.

In developed as well as in developing countries there is a continuing debate about the need for education and business to develop links (particularly in the area of technical and vocational education and training) in order to provide countries with the adequately trained manpower needed for their economic development. This paper is intended to add to this debate. It outlines some of the existing relationships between education and business in St Lucia, suggests a number of possible developments and makes a few recommendations.

Keywords: Saint Lucia; Vocational education; Vocational training; Industry; Training employment relationship; Planning of training; Skill development; Labour market
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

395

TD/INT 54.100
Gallimore, Paul.

Chartered General Practice Surveyors: a learning style analysis.

IN: Vocational aspect of education. Vol. 46,(1), 1994, p. 89-97
Oxfordshire: Triangle Journals, 1994.

This paper reports on a study to explore the work specialisms of chartered general practice surveyors against a framework of learning styles. The aim is to comprehend better the abilities that surveyors use. Factor analysis of practitioner responses to a questionnaire reveals two learning styles to be meaningfully identified. However, the hypothesis that these learning styles are reflective of differing surveying work specialisms is substantially rejected.

Keywords: UK; Surveyor; Learning process; Learning; Professional knowledge; Transferable skill
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd

(Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

396

TD/INT 54.101

Vocational aspect of education, volume 45, number 3 1993.

Oxfordshire: Triangle Journals, 1993. 1 v.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Oxtoby provides an overview for the following set of selected articles that concentrate on factors that influence policy and planning for technical and vocational education and training in developing countries; King provides an overview of technical and vocational education and training (TVET) but is particularly concerned with four main issues: the diversity of locations in which TVET is delivered, the nature of different client groups, curriculum, control and the role of the state; Lewin's paper categorises rationales used to support investment in technical and vocational education programmes; Psacharopoulos and Patrinos assess earnings differentials by type of secondary education during the late 1980s in Latin America; Hinchliffe focuses on the provision of secondary technical education in Egypt and the demand for technical school graduates, especially graduates from courses in agriculture; Gray's paper examines the problems faced by institutions in improving their understanding of future training needs; Wilson examines selected reform efforts in technical and technological education from a comparative perspective to determine major world-wide trends; Turner's account concentrates on technical and vocational education, access to higher education and interrelationships between the various levels of the educational system in Namibia.

For individual entries see TD/INT 54.102 to TD/INT 54.109.

Keywords: UK; Vocational education; Training; Work; Research
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

397

TD/INT 54.102

Oxtoby, Robert.

Planning technical and vocational education and training in developing countries: editorial introduction.

IN: Vocational aspect of education. Vol. 45,(3), 1993, p. 195-200

Oxfordshire: Triangle Journals, 1993.

This is an overview for a series of selected articles that concentrate on factors that influence policy and planning for technical and vocational education and training (TVET) in developing countries. A list of issues that the author expects would appear on an agenda for TVET policy and planning issues in developing countries is offered for consideration. This list is based on existing literature and lessons learned by practitioners. The author highlights the difficulty in planning TVET rationally and of trying to take into account all of the strategic alternatives confronting policymakers and planners. The selected papers highlight the diversity and complexity of TVET systems, the difficulty of being able to compare one system to another and the continuing need for individual countries to explore relationships between TVET policies and labour market practices, preferably with reference to specific sectors of employment. For the individual entries for the selected papers see TD/INT 54.103 to TD/INT 54.109.

Keywords: Developing country; Vocational education; Technical education; Educational planning; Educational policy; Strategic planning; Future
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

398

TD/INT 54.103

King, Kenneth.

Technical and vocational education and training in an international context.

IN: Vocational aspect of education. Vol. 45,(3), 1993, p. 210-216

Oxfordshire: Triangle Journals, 1993.

This overview of technical and vocational education and training (TVET) is concerned with four main issues: the diversity of locations in which TVET is delivered, the nature of different client groups, curriculum, and control and the role of the state. There is no single version of best practice. External agencies will need to be cautious about providing universal prescriptions; problems in any particular country are perhaps best solved by building on the culture of TVET which is already well established in the country concerned.

Keywords: Technical education; Vocational education; Educational policy; Educational planning; Delivery system; Training provider; Planning of training; Government policy; Curriculum
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**

Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

399

TD/INT 54.104
Lewin, Keith.

Investing in technical and vocational education: a review of the evidence.

IN: Vocational aspect of education. Vol. 45,(3), 1993, p. 217-227
Oxfordshire: Triangle Journals, 1993.

This paper categorises rationales used to support investment in technical and vocational education programmes. It reviews a range of general approaches that have been pursued and comments on the different purposes which can be identified. The penultimate section reviews evidence on the cost-effectiveness of technical and vocational education interventions. Concluding remarks summarise and comment on the consensus that appears to have emerged from experience with many different projects.

Keywords: Government policy; Educational policy; Educational planning; Technical education; Vocational education; Cost effectiveness
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

400

TD/INT 54.105
Psacharopoulos, George; Patrinos, Harry A.

Secondary vocational education and earnings in Latin America.

IN: Vocational aspect of education. Vol. 45,(3), 1993, p. 229-238
Oxfordshire: Triangle Journals, 1993.

Household survey data for 11 Latin American countries are used to assess earnings differentials by type of secondary education during the late 1980s. Introduction of the cost of the curriculum allows for the estimation of private and social rates of return to investment in education by type of secondary school curriculum. The paper documents mixed results. In some countries the private returns to vocational schooling are higher than the returns to general secondary schooling. Introducing differential cost of curriculum and estimating social returns to schooling results in much lower returns to vocational schooling.

Keywords: Latin America; Secondary school; Vocational education; Economics; Training employment relationship; Outcome of education; Wage
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

401

TD/INT 54.106
Hinchliffe, Keith.

Manpower forecasting and rapid labour market analysis: the demand for technical school graduates in Egypt.

IN: Vocational aspect of education. Vol. 45,(3), 1993, p. 239-250
Oxfordshire: Triangle Journals, 1993.

Debate about manpower forecasting has continued for 25 years or more. The investigation reported here is an attempt to add to the debate. It focuses on the provision of secondary technical education in Egypt and the demand for technical school graduates, especially graduates from courses in agriculture. Egypt's secondary school system is more strongly vocationally oriented than that in most other developing countries. The approach used in the investigation has two components: interviews with potential employers and interviews with secondary school graduates. The supply of graduates from agriculture schools is seen to be far greater than likely demand. Severe constraints on the effective working of the labour market are apparent.

Keywords: Egypt; Technical education; Labour market; Manpower planning; Training policy coordination
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

402

TD/INT 54.107
Gray, Lynton.

Role of training providers in manpower planning.

IN: Vocational aspect of education. Vol. 45,(3), 1993, p. 251-263
Oxfordshire: Triangle Journals, 1993.

Traditional approaches to manpower requirement forecasting has been unhelpful in enabling technical and vocational training organisations to identify the future skills needs of industry and business. This paper examines the problems faced by institutions in improving their understanding of future training needs. It draws on research in Nigeria and Thailand, as well as existing literature and highlights techniques which the institutions themselves might initiate in order to improve the information base from which they can plan their provision.

Keywords: Manpower planning; Training provider; Labour market; Training policy coordination; Training employment relationship; Educational planning
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse,

National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

403

TD/INT 54.108

Wilson, David N.

Reforming technical and technological education.

IN: Vocational aspect of education. Vol. 45,(3), 1993, p. 265-284

Oxfordshire: Triangle Journals, 1993.

This paper examines selected reform efforts in technical and technological education from a comparative perspective. The similarities and differences between reforms in selected countries -Brazil, Canada, Germany, Great Britain, Indonesia, Malaysia, Singapore, Sweden - are analysed to determine major world-wide trends. Lessons are drawn which should be useful for nations contemplating reform of their education and training systems. Particular attention is focused on the time taken to complete reforms effectively and the need for long-term approaches, relationships between educational reforms and industrial development, the interdependence of reforms affecting general, technical and vocational education, regional co-operation and the decentralisation of national decision-making.

Keywords: Educational reform; Training system; Technical education; Trend; Brazil; Canada; Germany, Federal Republic; UK; Indonesia; Malaysia; Singapore; Sweden

ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**

Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

404

TD/INT 54.109

Turner, John.

Planning technical and vocational education and training: the case of Namibia.

IN: Vocational aspect of education. Vol. 45,(3), 1993, p. 285-297

Oxfordshire: Triangle Journals, 1993.

In 1991, shortly after independence, the government of Namibia established a Presidential Commission on Higher Education. The Commission's report contains almost 200 recommendations covering the whole field of post-school education. The account presented here concentrates on technical and vocational education, access to higher education and interrelationships between the various levels of the educational system. Technical and vocational education at the time of independence was fragmented, inappropriate in a number of ways and not well supported. Fundamental change was necessary. Solutions need to be found around a set of basic principles, including: the need for a coherent system of linked qualifications, the importance of a national training policy enunciated by government, strategies which are responsive to employment requirements and which meet the needs of disadvantaged groups, special access routes for students who have missed out on educational opportunities, adequate provision for pre-service and in-service instructor training and teacher education.

Keywords: Namibia; Postcompulsory education; National; Educational reform; Educational policy; Educational planning; Government policy

ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**

Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

405

TD/INT 54.110

Vocational aspect of education, volume 45, number 2 1993.

Oxfordshire: Triangle Journals, 1993. 1 v.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Foreman-Peck discusses the Enterprise in Higher Education Initiative with reference to six case studies of courses with very close links with their respective employment sectors; Navaratnam and O'Connor describe vocational training as a process and describe how quality can be assured in every aspect of that process; Jin analyses the current situation of technical and vocational education in China and subsequently highlights the policies made for its improvement in the near future; Fiddy and Peeke describe the development of a method of quality-added programme management, based on a model of educative evaluation; Moreland and Clark explain the assumptions underlying the development of an instrument for identifying the training and development needs of small business managers before describing the instrument and its use in interviews and small group situations.

For individual entries see TD/INT 54.111, TD/TNC 32.62, TD/INT 54.112 to TD/INT 54.114.

Keywords: UK; Vocational education; Training; Work; Research

ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**

Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

406

TD/INT 54.111
Foreman-Peck, L.
Enterprise education: a new social ethic for higher education?
IN: Vocational aspect of education. Vol. 45,(2), 1993, p. 99-111
Oxfordshire: Triangle Journals, 1993.

Higher education institutions were invited in 1988 to bid for substantial grants to encourage the development of curricula that would produce the enterprise graduate. This paper discusses the Enterprise in Higher Education Initiative with reference to six case studies of courses with very close links with their respective employment sectors. The paper tentatively suggests the following conclusions: (a) that meeting industry's demands can lead to the opposite of enterprise education, i.e. conservative credentialism; (b) that the lack of a satisfactory national policy on training and the attempt to push down training to courses has an opportunity cost which could lead to less enterprising graduates; (c) that enterprise education should be concerned with the needs (in a broad and general way) as opposed to the demands of industry.

Keywords: UK; Industry; Vocational education; Enterprise; Educational policy; Enterprise in Higher Education Initiative; Training employment relationship
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

407

TD/INT 54.112
Jin, Yang.
Technical and vocational education in the People's Republic of China: current status and prospects.
IN: Vocational aspect of education. Vol. 45,(2), 1993, p. 135-143
Oxfordshire: Triangle Journals, 1993.

It is well known that a major change has taken place in China's economic and social development strategy since 1979. The conditions and functions of the whole educational enterprise, including technical and vocational education, have been continuously upgraded and strengthened. Technical and vocational education has taken on a new look and made considerable progress during the 1980s. This article analyses the current situation of technical and vocational education in China and subsequently highlights the policies made for its improvement in the near future.

Keywords: China; Technical education; Vocational education; Educational reform; Educational policy
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

408

TD/INT 54.113
Fiddy, Rob; Peeke, Graham.
Educative evaluation: a model for quality-added programme management.
IN: Vocational aspect of education. Vol. 45,(2), 1993, p. 163-170
Oxfordshire: Triangle Journals, 1993.

This article describes the development of a method of quality-added programme management, based on a model of educative evaluation. The paper contains a discussion of reasons for the development of the model, the procedures involved and the issues that arose in its implementation. An outline of the model itself is followed by some recommendations for strategies for its successful implementation.

Keywords: Programme evaluation; Management; Evaluation technique; Learning process; Quality; Model
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

409

TD/INT 54.114
Moreland, Neil; Clark, Michael.
Training and development for small business managers: part two: a procedure for identifying management development needs.
IN: Vocational aspect of education. Vol. 45,(2), 1993, p. 171-192
Oxfordshire: Triangle Journals, 1993.

This is part two of a two part article concerned with the development and validation of an education, training and development needs assessment instrument for small business managers. See TD/INT 54.129 for the first part.

Part two explains the assumptions underlying the development of an instrument for identifying the training and development needs of small business managers before describing the instrument and its use in interviews and small group situations. The instrument is considered to be valid, but to require further validation trials and development.

Keywords: UK; Small business; Management; Manager; Training needs; Leadership training; Skill development
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

410

TD/INT 54.115

Vocational aspect of education, volume 45, number 1 1993.

Oxfordshire: Triangle Journals, 1993.
1 v.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Avis explores the emerging settlement surrounding vocational education and training in England in the 1990s; Al-Ali assesses the role of Kuwait's technical and vocational institutions in providing the country with skilled scientific and technical manpower; Dunning examines the issues inherent in the management of curriculum change.

For individual entries see TD/INT 54.116 to TD/INT 54.118.

Keywords: UK; Vocational education; Training; Work; Research
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

411

TD/INT 54.116

Avis, James.

Post-Fordism, curriculum modernisers and radical practice: the case of vocational education and training in England.

IN: Vocational aspect of education. Vol. 45,(1), 1993, p. 3-14

Oxfordshire: Triangle Journals, 1993.

This paper explores the emerging settlement surrounding vocational education and training in England in the 1990s. It describes and then considers the dangers in the post-Fordist position that argues a high skills/high trust economy/society offers emancipatory possibilities. Insufficient attention is addressed to the way post-Fordist concerns are lodged within capitalist social relations oriented to capital accumulation. Educational practices placed within these relations can easily lose their radicalism and sit readily alongside the concerns of curriculum modernisers who are wedded to capitalist rejuvenation.

Keywords: UK; Educational reform; Vocational education; Educational policy; Industry restructuring; Skill development
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

412

TD/INT 54.117

Al-Ali, Salahaldeen.

Technical and vocational education in Kuwait.

IN: Vocational aspect of education. Vol. 45,(1), 1993, p. 15-23

Oxfordshire: Triangle Journals, 1993.

One of the prerequisites for the development and modernisation of a country is technical-vocational education and training. If carefully planned and appropriately financed, an efficient and effective capability may be produced. Kuwait, despite having vast economic resources, has been suffering from an obvious lack of skilled and semi-skilled manpower in almost all the sectors of the economy. In order to remedy this deficiency, technical-vocational education and training was initiated to meet the urgent needs of the country. However, despite the realisation of the need for such institutions, their role has not lived up to their full potential. In most cases, low student aptitude, lack of managerial and academic facilities, and weak industrial linkages have thwarted the high prior expectations of such institutions. This study assesses the role of Kuwait's technical and vocational institutions in providing the country with skilled scientific and technical manpower. In addition, it examines the effect of the Gulf Crisis on such institutions and the challenge confronting them in providing the country with the manpower required, since many of the country's nationals, who previously occupied managerial scientific positions, have left the country. Finally the paper argues that, unless such schemes are given serious attention, the country will be heavily dependent on expatriates for years to come.

Keywords: Kuwait; Vocational education; Technical education; Educational reform; Skill development; Evaluation; Human resource development
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

413

TD/INT 54.118

Dunning, Lesley.

Management of educational change: a case study.

IN: Vocational aspect of education. Vol. 45,(1), 1993, p. 37-58

Oxfordshire: Triangle Journals, 1993.

This report examines the issues inherent in the management of curriculum change. The change in question was initiated through one of five national Technical and Vocational Education Initiative (TVEI) projects in modern foreign languages for post-16 students. In the light of the expanding opportunities in Europe post-1992, and the place of a modern foreign language as a foundation subject in the National Curriculum, the main purpose of the project was to find ways of generating a place for modern foreign languages in the post-16 core curriculum. A brief background to developments in TVEI is given, and the identification of required changes against this background and that of a new European awareness is described. A description of the project itself highlights the processes by which change was established and the management issues inherent in the initiation of change. Following the monitoring and evaluation of the project, the author concludes that change at a local level was very effective. Viewed as action research the project was very successful, but as a national project it was based on the research development and diffusion model, and is unlikely to produce change on the scale initially perceived by TVEI planners.

Keywords: UK; Educational reform; Curriculum development; Management; Language teaching; Case study
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

414

TD/INT 54.119

Vocational aspect of education, volume 44, number 3 1992.

Oxfordshire: Triangle Journals, 1992. 1 v.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Leroux looks at one successful mentorship program in Canada and covers the implications for teachers, vocational guidance counsellors and school administrators; Mo describes the methods employed by technical institutes in Hong Kong to maintain academic standards; Whiteside and Zhang describe the structure of Chinese senior secondary education and recent moves to restore balance to the system by the introduction of more technical and vocational elements; Frost discusses the choice of career path facing school-leavers using a modified consumer choice model; Pilanthananond looks at the development of critical thinking skills amongst educational managers in Thailand.

For individual entries see TD/INT 54.120 to TD/INT 54.124.

Keywords: UK; Vocational education; Training; Work; Research
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

415

TD/INT 54.120

Leroux, Janice A.

Stretching the limits of learning: mentorships for gifted high school students.

IN: Vocational aspect of education. Vol. 44,(3), 1992, p. 249-258

Oxfordshire: Triangle Journals, 1992.

Applications of new learning in a community setting can be valuable learning experiences for high ability students in secondary schools. Mentorships can enhance self-esteem, extend personal interests and talents, as well as enlarge career aspirations of gifted learners who move outside of their classrooms into the community. This paper looks at one successful mentorship program in Ottawa, Ontario, Canada. The use of mentors stretched students' minds, and provided an experience approach to relevant learning. The article has implications for teachers, vocational guidance counsellors and school administrators.

Keywords: Canada; Student; Mentor; Learning process; Teaching method; Secondary school; Community; Case study
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

416

TD/INT 54.121

Mo, Y. M.

Maintenance of academic standards at Tuen Mun Technical Institute, Hong Kong.

IN: Vocational aspect of education. Vol. 44,(3), 1992, p. 259-281

Oxfordshire: Triangle Journals, 1992.

This paper describes the methods employed by technical institutes in Hong Kong to maintain academic standards. It begins by outlining the organisational structure within which the technical institutes operate. A brief description is given of the main learning resources currently available at the technical institutes. The paper then describes how a new course is introduced and its curriculum determined, how students' achievements are assessed, how teaching staff are assigned, and how teaching performance is evaluated. Procedures for the investigation of low pass rates are outlined.

Keywords: Hong Kong; Tuen Mun Technical Institute; Quality control; Higher education; Standard; Educational planning; Management
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

417

TD/INT 54.122
Whiteside, Tom; Zhang, Minxuan.
Recent developments in technical and vocational education in the Chinese senior secondary system.
IN: Vocational aspect of education. Vol. 44,(3), 1992, p. 283-294
Oxfordshire: Triangle Journals, 1992.

This article describes the structure of Chinese senior secondary education and recent moves to restore balance to the system by the introduction of more technical and vocational elements. It examines contemporary developments to localise technical and vocational education and to involve business enterprises more fully in supporting such developments.

Keywords: China; Educational reform; Secondary school; Vocational education; Technical education; Educational planning
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

418

TD/INT 54.123
Frost, Fred.
Effect of promotion on career path choice among secondary school pupils.
IN: Vocational aspect of education. Vol. 44,(3), 1992, p. 295-314
Oxfordshire: Triangle Journals, 1992.

The choice of career path facing school-leavers is discussed, using a modified consumer choice model. As a case study, students from 12 high schools in Perth, Australia were surveyed to ascertain their perceptions of the armed services as a career path. The effects of external promotion and family involvement are considered. Major factors that emerged from the study were the difficulty students faced in selecting a career and the importance placed on training offered by the organisation.

Keywords: Australia; Transition from school to work; Secondary school; Workplace education; Career planning; Career awareness
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

419

TD/INT 54.124
Pilanthananond, Methi.
Development of critical thinking competency amongst vocational administrators.
IN: Vocational aspect of education. Vol. 44,(3), 1992, p. 315-321
Oxfordshire: Triangle Journals, 1992.

The development of critical thinking skills amongst educational managers is still in its infancy in Thailand. To assist the development, six learning packages corresponding to the taxonomy of Bloom et al were developed and administered to an experimental group during a course on critical thinking on an MIEd course for educational administration. The results were seen to be significant for those students using the study package against the control group who just attended the class. Some implications of the findings are discussed.

Keywords: Thailand; Critical thinking; Problem solving; Skill development; Educational administration; Staff development
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

420

TD/INT 54.125
Vocational aspect of education, volume 44, number 2 1992.
Oxfordshire: Triangle Journals, 1992. 1 v.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Wellington's study, of two particular cases, attempts to add to existing research on the aims and purposes of work experience as an element of the work-related curriculum; Oliver attempts to analyse one aspect of the question What do we mean by good teaching?; Cole, Cummings and Benett investigate the assessment of work experience for Gambia Technical Training Institute trainees; Moreland and Clark are concerned with the development and validation of an education, training and development needs assessment instrument for small business managers; Stevenson discusses the management implications of current Australian trends in vocational education.

For individual entries see TD/INT 54.126 to TD/INT 54.130.

Keywords: UK; Vocational education; Training; Work; Research
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

421

TD/INT 54.126
Wellington, Jerry.
Varying perspectives on work experience: there's nowt so queer as folk.
IN: Vocational aspect of education. Vol. 44,(2), 1992, p. 153-182
Oxfordshire: Triangle Journals, 1992.

Work experience has become an established feature of the secondary school curriculum. In many cases it is now an essential element for all pupils rather than an optional extra for some. But how is the experience perceived by the main parties involved in it -the pupils, the teachers and the employers? What features of work experience are most valued? Why do employers become involved in the activity? This study, of two particular cases, attempts to add to existing research on the aims and purposes of work experience as an element of the work-related curriculum. It goes on to discuss the varying perspectives of the parties involved in the context of previous publications and the future development of work experience.

Keywords: UK; Secondary school; Work experience; Evaluation; Learning process; Transition from school to work
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http:// www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

422

TD/INT 54.127
Oliver, Paul.

Quality in the classroom: philosophical aspects of measuring teacher effectiveness.

IN: Vocational aspect of education. Vol. 44,(2), 1992, p. 183-190
Oxfordshire: Triangle Journals, 1992.

What do we mean by good teaching? Like many apparently simple questions, this is a deceptively difficult question to answer in rational terms. Yet the current debate about performance appraisal, quality management and accountability in education, ensures that we have a responsibility to address this issue. This article attempts to analyse one aspect of this important question: the logical basis of the procedures we might adopt and the evidence we might adduce, in order to evaluate teaching quality.

Keywords: Teaching; Quality; Classroom; Performance indicator; Performance appraisal; Accountability
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http:// www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

423

TD/INT 54.128
Cole, P.; Cummings, A.; Benett, Yves.

Assessment of Gambia Technical Training Institute trainees on attachment.

IN: Vocational aspect of education. Vol. 44,(2), 1992, p. 191-210
Oxfordshire: Triangle Journals, 1992.

This study investigates the assessment of work experience for Gambia Technical Training Institute (GTTI) trainees. This report exposes the areas of concern in this context. It offers recommendations which are intended to assist in developing appropriate assessment procedures at the workplace and to ensure that training standards at the workplace are maintained or raised.

Keywords: Gambia; Evaluation; Work experience; Competency based assessment; Traineeship
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http:// www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

424

TD/INT 54.129
Moreland, Neil; Clark, Michael.

Training and development for small business managers: part one: a prologue: who are the small business managers?

IN: Vocational aspect of education. Vol. 44,(2), 1992, p. 211-231
Oxfordshire: Triangle Journals, 1992.

This is part one of a two part article concerned with the development and validation of an education, training and development needs assessment instrument for small business managers. See TD/INT 54.114 for the second part.

Part one is concerned with defining the nature and significance of small businesses in economic and experiential terms.

Keywords: UK; Small business; Management; Manager; Training needs; Leadership training; Skill development
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http:// www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

425

TD/INT 54.130
Stevenson, John.

Australian vocational education: learning from past mistakes?

IN: Vocational aspect of education. Vol. 44,(2), 1992, p. 233-244
Oxfordshire: Triangle Journals, 1992.

This paper discusses the management implications of current Australian trends in vocational education. The implications are analysed in terms of governmental policy concerning overall educational goals that managers are expected to secure; the educational paradigm that managers are expected to work within; and the conflicting pressures on educational managers. The top-down management approach to implementation implicit in competency-based training is contrasted with other pressures on educational managers to be more entrepreneurial. The paper draws on learning theory to illustrate the tension between overall governmental goals and the competency-based training paradigm being implemented. A theory of educational change is used to characterise the government's programmed perspective to the implementation of the competency-based training paradigm. Australian trends are contrasted with those in other countries. Implications for managers are summarised and competing pressures that they must confront are identified. Further research is proposed to examine the effects of this pressure on managers.

Keywords: Australia; Vocational education; Government policy; Educational planning; Management; Competency based training; Educational reform
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

426

TD/INT 54.131

Vocational aspect of education, volume 44, number 1 1992.

Oxfordshire: Triangle Journals, 1992. 1 v.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Moreland's article looks at the possibility of applying the commercial concepts and principles of total quality management to an institution of further or higher education; Moreland and Horsburgh look at the impact of a market philosophy upon education in England in which the developing concerns for efficiency, effectiveness and economy are worked through in further vocational education; Lev and Dror deal with the interconnection between the educational system and the world of work with reference to the kibbutz youth's attitudes to his or her actual work and to his or her future professional choice; Holloway focuses on catering lecturers' ideas about their subject, students, and interaction in teaching and learning situations; Youngman provides an account on the evaluation carried out of the transition of students from full-time study into further education as part of their involvement in the Technical and Vocational Education Initiative (TVEI); Smith considers the traditional concepts of education that underplay the significance of spatial ability and highlights spatial ability as fundamental to intellectual functioning; Peak and Kelly present a study that attempts to explain the performance of technical and further education (TAFE) students in trade mathematics within the framework of modes of memory; Lunt, Benett, McKenzie and Powell describe briefly the development of a mentorship support system, consider the wider theoretical basis, examine the usual approaches that are taken to mentorship, and provide a comparative approach to aid clarification and point to potential improvements within the sphere of practice.

For individual entries see TD/INT 54.132 to TD/INT 54.139.

Keywords: UK; Vocational education; Training; Work; Research
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

427

TD/INT 54.132

Sutcliffe, W.; Pollock, J.

Can the total quality management approach used in industry be transferred to institutions of higher education?

IN: Vocational aspect of education. Vol. 44,(1), 1992, p. 11-27

Oxfordshire: Triangle Journals, 1992.

This article looks at the possibility of applying the commercial concepts and principles of total quality management to an institution of further or higher education. It considers the effects of total quality management on the institutions and their internal systems, users and the needs of external stakeholders, and the different quality criteria that may be applied by each. It is suggested that adopting a total quality management approach within an institution would bring wider benefits than might at first appear achievable. The industrial/commercial quality assurance model based on the BS 5750/ISO 9000 standards is also considered in relation to education as a vehicle for achieving the overall aims of a quality output from education.

Keywords: UK; Total quality management; Delivery system; Educational institution; Higher education; Educational planning; ISO 9000; Quality control; Outcome of education
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

428

TD/INT 54 133

Moreland, Neil; Horsburgh, Rod.

Auditing: a tool for institutional development.

IN: Vocational aspect of education. Vol. 44,(1), 1992, p. 29-42

Oxfordshire: Triangle Journals, 1992.

The impact of a market philosophy upon education in England is seen as the major context in which the developing concerns for efficiency, effectiveness and economy are worked through in (particularly) further vocational education. In order to provide a basis for further development activities for management and the staff, an audit of the Provision for Competency-based Vocational Education (CBVE) for National Vocational Qualifications associated with the National Council for Vocational Qualifications model was carried out within a Dept of Engineering at a College. The audit revealed important areas for further development as well as indicating areas that are appropriate for the task of providing CBVE. The audit format used, initially developed by the Further Education Unit, was seen as effective and efficient.

Keywords: UK; Quality control; Organisational change; Management; Staff development; Labour market
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

429

TD/INT 54.134
Bar Lev, Mordechai; Dror, Yuval.

Education for work on religious and secular kibbutzim in Israel: comparative aspects.

IN: Vocational aspect of education. Vol. 44,(1), 1992, p. 43-63
Oxfordshire: Triangle Journals, 1992.

The article deals with the attitudes of kibbutz youth to work as regards the specific importance of work in general, both in the secular and in the religious kibbutz way of life and in the variations of the kibbutz educational system.

The interconnection between the educational system and the world of work is examined according to the kibbutz youth's attitudes to his or her actual work and to his or her future professional choice.

Keywords: Israel; Career awareness; Career planning; Work experience; Access to education; Attitude
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

430

TD/INT 54.135
Holloway, Irmgard M.

Teaching catering: catering lecturers' perspectives on students and classrooms.

IN: Vocational aspect of education. Vol. 44,(1), 1992, p. 65-79
Oxfordshire: Triangle Journals, 1992.

This article is the result of a research project on the occupational culture of catering teachers. It focuses on lecturers' ideas about their subject, students, and interaction in teaching and learning situations. Catering teachers rarely label students except in terms of motivation. The study also shows that caterers emphasise skills and competencies, and that they have an instrumental approach to teaching and examinations.

Keywords: UK; Attitude; Teacher; Teaching method; Catering; Food industry; Skill development; Learning process
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

431

TD/INT 54.136
Youngman, M. B.

Evaluating transitional education: a TVEI demonstration.

IN: Vocational aspect of education. Vol. 44,(1), 1992, p. 81-102
Oxfordshire: Triangle Journals, 1992.

An account of the evaluation carried out on the transition of students from full-time study into further education as part of their involvement in the Technical and Vocational Education Initiative (TVEI). An instrument for measuring the opinions of students about TVEI was developed and applied. Some of the factors considered are proximity, gender and attainment. The case is made for the use of such a procedure within transitional education.

Keywords: UK; Training system; Articulation; Further education; Evaluation; TVEI; Technical and Vocational Education Initiative; Youth programme
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

432

TD/INT 54.137
Smith, Pauline.

Spatial ability and its role in United Kingdom education.

IN: Vocational aspect of education. Vol. 44,(1), 1992, p. 103-106
Oxfordshire: Triangle Journals, 1992.

Traditional concepts of education, which relegate practical abilities to minor significance, are considered to be inadequate. In particular, the traditional concepts underplay the significance of spatial ability, where here is considered as fundamental to intellectual functioning. Ongoing work confirms this to be so, thus giving an added impetus to a handbook of teaching for spatial ability.

Keywords: UK; Space perception; Cognitive skill; Cognitive process; Problem solving; Attainment appraisal; Performance indicator
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://**

www.triangle.co.uk
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

433

TD/INT 54.138
Peak, Grahame; Kelly, Max.

Memory modes and mathematics among technical and further education trade students.

IN: Vocational aspect of education. Vol. 44,(1), 1992, p. 121-133
Oxfordshire: Triangle Journals, 1992.

The present study attempts to explain the performance of technical and further education (TAFE) students in trade mathematics within the framework of modes of memory. It replicates and extends an earlier study, the findings of which led to the hypothesis that difficulties experienced by TAFE trade students are due to their inability to use symbolic forms of memory coding rather than their inability to form mathematical sets or hierarchies of sets. Two sets of stimuli, namely, action pictures and verbal labels were presented to a group of fitting students in order to test their ability to form superordinate groups (sets) and hierarchies of superordinate groups (hierarchies of sets). It was concluded that low achievers in trade mathematics have difficulty in forming sets due to a lack of language facility rather than to an absence of cognitive structures, and it was suggested that appropriate remediation programmes might begin with skills in using symbol systems, particularly language.

Keywords: Australia; Mathematics; Performance indicator; Attainment appraisal; Learning process; Cognitive process; Skill development
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

434

TD/INT 54.139
Lunt, N.; Benett, Yves; McKenzie, P.; Powell, L.

Understanding mentoring.

IN: Vocational aspect of education. Vol. 44,(1), 1992, p. 135-141
Oxfordshire: Triangle Journals, 1992.

This report describes briefly the development of a mentorship support system within an innovative youth training scheme. It outlines how this novel approach led to a consideration of mentorship on a wider theoretical basis. There is an examination of the usual approaches that are taken to mentorship. Finally, a comparative approach is presented to aid clarification and point to potential improvements within the sphere of practice.

Keywords: Mentor; Learning process; Skill development
ISSN: 0305-7879

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

435

TD/INT 54.140
Japan. Ministry of Labour. Policy Planning and Research Dept.

Monthly labour statistics and research bulletin, no. 585, vol. 49, no. 10, Oct. 1997.

Japan: The Dept, 1997. 44 p.

This bulletin is written in Japanese. The tables are partly in English and partly in Japanese. Articles in this journal include: Inheritance of manufacturing skills at small and medium size enterprises; Notes of analysis on the rising labour force participation rate of younger females; Fifty years history of labour statistics and research; General survey on wages and working hours system; Seminar in labour statistics for policy planning; Summary results of survey on labour environment.

Keywords: Periodical; Statistics; Japan; Labour; Research
ISSN: 0910-2558

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

436

TD/INT 54.141
Japan. Ministry of Labour. Policy Planning and Research Dept.

Monthly labour statistics and research bulletin, no. 586, vol. 49, no. 11, Nov. 1997.

Japan: The Dept, 1997. 34 p.

This bulletin is written in Japanese. The tables are partly in English and partly in Japanese. Articles in this journal include: A problem in 2010; Future of NPO, following the example of American NPO; Fifty years history of labour statistics and research.

Keywords: Periodical; Statistics; Japan; Labour; Research
ISSN: 0910-2558

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

437

TD/INT 54.142
Japan. Ministry of Labour. Policy Planning and Research Dept.

Monthly labour statistics and research bulletin, no. 587, vol. 49, no. 12, Dec. 1997.

Japan: The Dept, 1997. 76 p.

This bulletin is written in Japanese. The tables are partly in English and partly in Japanese. Articles in this journal include: Shall big ristra occur again?; Analysis of the labour economy during 1997; Fifty years history of labour statistics and research; Labour economic forecast and enterprise's action - summary results of survey labour economic trends (Nov. 1997); Basic survey of wage structure 1997 - starting salary; General table of contents on Monthly labour statistics and research bulletin in 1997.

Keywords: Periodical; Statistics; Japan; Labour; Research
ISSN: 0910-2558

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

438

TD/INT 54.143

Japan. Ministry of Labour. Policy Planning and Research Dept.

Monthly labour statistics and research bulletin, no. 590, vol. 50, no. 3, Mar. 1998.

Japan: The Dept, 1997. 38 p.

This bulletin is written in Japanese. The tables are partly in English and partly in Japanese. Articles in this journal include: Asian economy and the lesson of changeable luck; Labour economic forecast and enterprise's action - summary results of survey labour economic trends (Feb. 1998); Revision of the Japan standard classification of occupations; Trends of wage, hours worked, employment in 1997 - outline of the result of monthly labour survey (national survey) in 1997.

Keywords: Periodical; Statistics; Japan; Labour; Research
ISSN: 0910-2558

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

439

TD/INT 54.144

Japan. Ministry of Labour. Policy Planning and Research Dept.

Monthly labour statistics and research bulletin, no. 591, vol. 50, no. 4, Apr. 1998.

Japan: The Dept, 1997. 40 p.

This bulletin is written in Japanese. The tables are partly in English and partly in Japanese. Articles in this journal include: Starting salary in Heisei; Feature of each prefecture on monthly labour survey; Mental health measures in the workplace.

Keywords: Periodical; Statistics; Japan; Labour; Research
ISSN: 0910-2558

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

440

TD/INT 54.145

Catalog of occupational classification of skilled workers of the People's Republic of China: introduction.

[China]: Bureau of Training, Ministry of Labour, [199-?]. 8 p.

The text is written in English and Chinese. A brief outline of the history of occupational skill standards in China is given. This is followed by brief sections explaining the features, definitions and levels that are covered within the new catalog of occupational classification.

Keywords: China; Standard; Occupational classification; Guide

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

441

TD/INT 54.146

Vocational courses for higher secondary students.

New Delhi: National Council of Educational Research and Training, [199-?]. 24 leaflets

This is a series of 24 leaflets describing vocational courses, the knowledge and skills that should be acquired, whether the training is practical or within an institute, possible employment outcomes, opportunities for advancement, where and when the course is offered and contact details for further information.

The leaflets cover: Building maintenance; Catering and restaurant management; Commercial garment designing and making; Computer techniques; Creche and pre-school management; Crop production; Dairying; Engineering, drafting and duplicating; Farm mechanic; Fish processing technology; Horticulture; Hospital housekeeper; Inland fisheries; Maintenance and repair of electrical domestic appliances; Maintenance and repair of radio and television receivers; Mechanical technology; Medical laboratory technician; Office management; Purchase and store keeping; Rural engineering technology; Seed production technology; Stenography and typewriting; Swine production; and X-ray technician.

Keywords: India; Vocational education; Secondary education; Information material; Course description

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

442

TD/INT 54.147

Great Britain. Council for Industry and Higher Education.

Investing in diversity: an assessment of higher education policy.

London: The Council, [1992]. 14 p.

This booklet starts with an executive summary and the five outstanding policy requirements that the Council has identified. The next five sections provide further details. They cover:

- ❑ Variety - employers' needs, excellence and value added, steering towards diversity, ladders of progression, teaching and research, shorter courses?, vocational tradition;
- ❑ Appropriate education - quality, setting objectives;
- ❑ Engineering, mathematics and science - higher education, professional institutions;
- ❑ Research and technology transfer - public responsibility for the science base, usefulness, competitiveness, technology sales force;
- ❑ Funding and costs: investment in transition - financing strategy wanted, greater efficiency, buildings, restructuring academic terms and conditions, scientific

equipment, new teaching and learning techniques, claims on public finds, company contribution, a contribution from students?

Keywords: UK; Higher education; Educational system; Educational policy; Evaluation; Educational planning

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

443

TD/INT 54.148
European Institute of Education and Social Policy.

Etude comparative des qualifications de fin de scolarite obligatoire et de formation professionnelle: volume III: reports nationaux.

Paris: European Institute of Education and Social Policy, 1989. 2 v.

These two volumes are part of a comparative study of qualifications gained by the end of compulsory education, secondary education and vocational education. Each paper focuses on a specific country and describes the structure of the national education system.

Contents: O Buachalla, Seamas - Comparative study of the qualifications received at the end of compulsory education, secondary education and vocational training in the Irish system (text in English); Gattullo, Mario - Etude comparative des qualifications de fin de scolarite obligatoire et de formation professionnelle en Italie (text in French); Portante, Dominique - Etude sur les qualifications de fin de scolarite obligatoire et de formation professionnelle: situation au Grand-Duche de Luxembourg (text in French); Kaiser, Frans - Comparative study of qualifications at the end of compulsory education, secondary education and vocational training: the Netherlands (text in English); Morales, Luis - Les qualifications a la sortie de la scolarite obligatoire et de la formation professionnelle au Portugal (text in French); Gordon, Jean - Comparative study of qualifications at the end of compulsory education, secondary education and vocational training in the United Kingdom (text in English).

Keywords: Ireland; Italy; Luxembourg; Netherlands; Portugal; UK; Postcompulsory education; Secondary education; Vocational training; Training system; Qualifications; Comparative education

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual papers available as photocopy.

444

TD/INT 54.149
Australia. National Office of Overseas Skills Recognition. (NOOSR)

Country education profiles: Australia and its immediate neighbours.

Canberra: AGPS, 1991-1996. 19 v.

The Country education profiles are a unique, definite and authoritative guide which describe the education systems of over 90 countries. The profiles are a valuable source of information not only for people wanting to know if their overseas qualifications will be recognised in Australia but also for educational institutions, employers, professional bodies and government agencies. Due to the need for current information on these educational systems the National Office of Overseas Skills Recognition (NOOSR) undertook an ongoing program of updating the profiles and the addition of new country profiles to the already existing set. To confirm the most recent edition available please check with NOOSR (1800 020 086 toll free within Australia), GPO Box 1407, Canberra ACT 2601, Australia (http://www.deetya.gov.au/divisions/noosr/cep/index.htm). The profiles are composed of 87 booklets grouped into 5 geographical regions.

Australia and its immediate neighbours contains booklets on the following countries (the date of the latest edition is given in brackets): Australia (1995); Brunei Darussalam (1995); China (1996); Fiji (1995); Hong Kong (1995); Indonesia (1995); Japan (1995); Korea (1996); Macau (1996); Malaysia (1996); New Zealand (1995); Pacific Islands I: Solomon Islands, Tonga (1995); Pacific Islands II: Cook Islands, Kiribati, Western Samoa (1995); Papua New Guinea (1991); Philippines (1995); Singapore (1996); Taiwan (1996); Thailand (1996); Vietnam (1996).

Keywords: Education; Comparative education; NOOSR; Australia. National Office of Overseas Skills Recognition; Australia; Brunei Darussalam; China; Fiji; Hong Kong; Indonesia; Japan; Korea; Macau; Malaysia; New Zealand; Pacific region; Papua New Guinea; Philippines; Singapore; Taiwan, China; Thailand; Vietnam

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan. Quote: 378.013/AUS/

445

TD/INT 54.150
Australia. National Office of Overseas Skills Recognition. (NOOSR)

Country education profiles: the Americas.

Canberra: AGPS, 1993. 16 v.

The Country education profiles are a unique, definite and authoritative guide which describe the education systems of over 90 countries. The profiles are a valuable source of information not only for people wanting to know if their overseas qualifications will be recognised in Australia but also for educational institutions, employers, professional bodies and government agencies. Due to the need for current information on these educational systems the National Office of Overseas Skills Recognition (NOOSR) undertook an ongoing program of updating the profiles and the addition of new country profiles to the already existing set. To confirm the most recent edition available please check with NOOSR (1800 020 086 toll free within Australia), GPO Box 1407, Canberra ACT 2601, Australia (http://www.deetya.gov.au/divisions/noosr/cep/index.htm). The profiles are composed of 87 booklets grouped into 5 geographical regions.

The Americas contains booklets on the following countries (the date of the latest edition is given in brackets): Argentina (1993); Bolivia (1993); Brazil (1993); Canada (1993); Chile (1993); Colombia (1993); Costa Rica (1993); Cuba (1993); El Salvador (1993); Guatemala (1993); Honduras (1993); Mexico (1993); Peru (1993); Uruguay (1993); USA (1993); Venezuela (1993).

Keywords: Education; Comparative education; NOOSR; Australia. National Office of Overseas Skills Recognition; Argentina; Bolivia; Brazil; Canada; Chile; Colombia; Costa Rica; Cuba; El Salvador; Guatemala; Honduras; Mexico; Peru; Uruguay; USA; Venezuela

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan. Quote: 378.013/AUS/

446

TD/INT 54.151

Australia. National Office of Overseas Skills Recognition. (NOOSR)

Country education profiles: Europe.

Canberra: AGPS, 1992. 24 v.

The Country education profiles are a unique, definite and authoritative guide which describe the education systems of over 90 countries. The profiles are a valuable source of information not only for people wanting to know if their overseas qualifications will be recognised in Australia but also for educational institutions, employers, professional bodies and government agencies. Due to the need for current information on these educational systems the National Office of Overseas Skills Recognition (NOOSR) undertook an ongoing program of updating the profiles and the addition of new country profiles to the already existing set. To confirm the most recent edition available please check with NOOSR (1800 020 086 toll free within Australia), GPO Box 1407, Canberra ACT 2601, Australia (http://www.deetya.gov.au/divisions/noosr/cep/index.htm). The profiles are composed of 87 booklets grouped into 5 geographical regions.

Europe contains booklets on the following countries (the date of the latest edition is given in brackets): Austria (1992); Belgium (1992); Bulgaria (1992); Czech and Slovak Federal Republic (1992); Denmark (1992); Finland (1992); France (1992); Germany (1992); Greece (1992); Hungary (1992); Ireland (1992); Italy (1992); Malta (1992); Netherlands (1992); New Independent States of the former Soviet Union (1992); Norway (1992); Poland (1992); Portugal (1992); Republics of the former Yugoslavia (1992); Romania (1992); Spain (1992); Sweden (1992); Switzerland (1992); United Kingdom (1992).

Keywords: Education; Comparative education; NOOSR; Australia. National Office of Overseas Skills Recognition; Austria; Belgium; Bulgaria; Czechoslovakia; Denmark; Finland; France; Germany, Federal Republic; Greece; Hungary; Ireland; Italy; Malta; Netherlands; Norway; Former Soviet Republics; Poland; Portugal; Former Yugoslav Republics; Rumania; Spain; Sweden; Switzerland; UK

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan. Quote: 378.013/AUS/

447

TD/INT 54.152

Australia. National Office of Overseas Skills Recognition. (NOOSR)

Country education profiles: Africa.

Canberra: AGPS, 1993. 10 v.

The Country education profiles are a unique, definite and authoritative guide which describe the education systems of over 90 countries. The profiles are a valuable source of information not only for people wanting to know if their overseas qualifications will be recognised in Australia but also for educational institutions, employers, professional bodies and government agencies. Due to the need for current information on these educational systems the National Office of Overseas Skills Recognition (NOOSR) undertook an ongoing program of updating the profiles and the addition of new country profiles to the already existing set. To confirm the most recent edition available please check with NOOSR (1800 020 086 toll free within Australia), GPO Box 1407, Canberra ACT 2601, Australia (http://www.deetya.gov.au/divisions/noosr/cep/index.htm). The profiles are composed of 87 booklets grouped into 5 geographical regions.

Africa contains booklets on the following countries (the date of the latest edition is given in brackets): Ethiopia (1997); Ghana (1993); Kenya (1993); Mauritius (1993); Nigeria (1993); Sierra Leone (1993); South Africa (1993); Tanzania (1993); Uganda (1993); Zimbabwe (1993).

Keywords: Education; Comparative education; NOOSR; Australia. National Office of Overseas Skills Recognition; Ghana; Kenya; Mauritius; Nigeria; Sierra Leone; South Africa; Tanzania; Uganda; Zimbabwe

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan. Quote: 378.013/AUS/

448

TD/INT 54.153

Australia. National Office of Overseas Skills Recognition. (NOOSR)

Country education profiles: subcontinent and the Middle East.

Canberra: AGPS, 1992-1997. 18 v.

The Country education profiles are a unique, definite and authoritative guide which describe the education systems of over 90 countries. The profiles are a valuable source of information not only for people wanting to know if their overseas qualifications will be recognised in Australia but also for educational institutions, employers, professional bodies and government agencies. Due to the need for current information on these educational systems the National Office of Overseas Skills Recognition (NOOSR) undertook an ongoing program of updating the profiles and the addition of new country profiles to the already existing set. To confirm the most recent edition available please check with NOOSR (1800 020 086 toll free within Australia), GPO Box 1407, Canberra ACT 2601, Australia (http://www.deetya.gov.au/divisions/noosr/cep/index.htm). The profiles are composed of 87 booklets grouped into 5 geographical regions.

The subcontinent and the Middle East contains booklets on the following countries (the date of the latest edition is given in brackets): Afghanistan (1992); Bangladesh (1992); Egypt (1992); India (1996); Iran (1992); Iraq (1992); Israel with West Bank and Gaza Strip (1992); Jordan (1997); Lebanon (1997); Libya (1992); Myanmar (1992); Nepal (1992); Pakistan (1992); Saudi Arabia (1992); Sri Lanka (1992); Syria (1992); Turkey (1997).

Keywords: Education; Comparative education; NOOSR; Australia. National Office of Overseas Skills Recognition; Afghanistan; Bangladesh; Egypt; India; Islamic Republic of Iran; Iraq; Israel; Jordan; Lebanon; Libya; Myanmar; Nepal; Pakistan; Saudi Arabia; Sri Lanka; Syria; Turkey

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan. Quote: 378.013/AUS/

449

TD/INT 54.154

Le magazine for education, training and youth in Europe, issue 8, 1997.

Luxembourg: Office for Official Publications of the European Communities, 1997. 1 v.

This magazine aims to provide a coherent and succinct view of the European dimension in the areas of education, training and youth at a time of transition. It reports on the European Union (EU) programmes in these fields and gives background information. It is available in German, English and French. Articles in this issue include: What programmes for the year 2000?; Reforms in education continue to progress; Three candles on the birthday cake: the European Training Foundation; Vocational training around Europe; Just how good is access to continuing training: first survey of the situation in the EU.

Keywords: Europe; Vocational education; Training; Youth
ISSN: 1023-3717

AVAILABLE FROM: European Commission, DG XII, Rue d'Arlon 15, B-1040 Brussels. Free of charge upon request, in three language versions (English, French and German). Ph: +32 2 299 1111; Fax: +32 2 230 6562.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

450

TD/INT 54.155

Le magazine for education, training and youth in Europe, issue 5, 1996.

Luxembourg: Office for Official Publications of the European Communities, 1997. 1 v.

This magazine aims to provide a coherent and succinct view of the European dimension in the areas of education, training and youth at a time of transition. It reports on the European Union (EU) programmes in these fields and gives background information. It is available in German, English and French. Articles in this issue include: European Commission white paper on education and training: arguments for a learning society; Questions to open up the debate; European year of lifelong learning: questions that affect us all; Put yourself to the test: the European skills validation and accreditation project; Nine countries in summary; A close-up of education in the European Union; Socrates: a passport to the 21st century; Leonardo da Vinci, one year on: a different look at vocational training in Europe; Tempus: opening up to the outside world: from technical assistance to genuine partnership; Volunteers sans frontieres: a new opportunity for young people in Europe; Vocational training for women returners.

Keywords: Europe; Vocational education; Training; Youth
ISSN: 1023-3717

AVAILABLE FROM: European Commission, DG XII, Rue d'Arlon 15, B-1040 Brussels. Free of charge upon request, in three language versions (English, French and German). Ph: +32 2 299 1111; Fax: +32 2 230 6562.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

451

TD/INT 54.156

Le magazine for education, training and youth in Europe, issue 4, 1995.

Luxembourg: Office for Official Publications of the European Communities, 1995. 1 v.

This magazine aims to provide a coherent and succinct view of the European dimension in the areas of education, training and youth at a time of transition. It reports on the European Union (EU) programmes in these fields and gives background information. It is available in German, English and French. Articles in this issue include: Lifelong learning: old dog, new tricks?; Continuing training and industrial change; Education and training in the new member states: Austria, Finland, Sweden; European Training Foundation: flying start in Turin; The emergence of the information society: the digital revolution of a new industrial revolution; New learning methods; Ortelius: the European database on higher education; Key data on education in the European Union; Women and training: 50 projects which challenge European traditions; Exchanges of information in the service of cooperation in education; Erasmus highlights; Comett; Petra; Force: a catalyst for change.

Keywords: Europe; Vocational education; Training; Youth
ISSN: 1023-3717

AVAILABLE FROM: European Commission, DG XII, Rue d'Arlon 15, B-1040 Brussels. Free of charge upon request, in three language versions (English, French and German). Ph: +32 2

299 1111; Fax: +32 2 230 6562.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

452

TD/INT 54.157

Le magazine for education, training and youth in Europe, issue 3, 1994.

Luxembourg: Office for Official Publications of the European Communities, 1994. 1 v.

This magazine aims to provide a coherent and succinct view of the European dimension in the areas of education, training and youth at a time of transition. It reports on the European Union (EU) programmes in these fields and gives background information. It is available in German, English and French. Articles in this issue include: Educational research; Threading through the maze of education and training; Changing attitudes towards equal opportunities; Out in the cold: European education, training and youth initiatives to meet the challenge of social and economic exclusion; The breakthrough into work; Different systems, similar problems: vocational training in Europe.

Keywords: Europe; Vocational education; Training; Youth
ISSN: 1023-3717

AVAILABLE FROM: European Commission, DG XII, Rue d'Arlon 15, B-1040 Brussels. Free of charge upon request, in three language versions (English, French and German). Ph: +32 2 299 1111; Fax: +32 2 230 6562.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

453

TD/INT 54.158

Le magazine for education, training and youth in Europe, issue 2, 1994.

Luxembourg: Office for Official Publications of the European Communities, 1994. 1 v.

This magazine aims to provide a coherent and succinct view of the European dimension in the areas of education, training and youth at a time of transition. It reports on the European Union (EU) programmes in these fields and gives background information. It is available in German, English and French. Articles in this issue include: An optimal combination of knowledge and know-how; More mobility, greater flexibility; Mobility; Planes, trains and brains; Virtual mobility: open and distance learning; Skills, training and women's economic development; Quality in education; Schooling for gypsies.

Keywords: Europe; Vocational education; Training; Youth
ISSN: 1023-3717

AVAILABLE FROM: European Commission, DG XII, Rue d'Arlon 15, B-1040 Brussels. Free of charge upon request, in three language versions (English, French and German). Ph: +32 2 299 1111; Fax: +32 2 230 6562.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

454

TD/INT 54.159

Le magazine for education, training and youth in Europe, issue 1, 1994.

Luxembourg: Office for Official Publications of the European Communities, 1994. 1 v.

This magazine aims to provide a coherent and succinct view of the European dimension in the areas of education, training and youth at a time of transition. It reports on the European Union (EU) programmes in these fields and gives background information. It is available in German, English and French. Articles in this issue include: Bridges of learning; Partners sans frontieres; The search for tomorrow's jobs; Widening cooperation: education, training, youth and the European economic area.

Keywords: Europe; Vocational education; Training; Youth
ISSN: 1023-3717

AVAILABLE FROM: European Commission, DG XII, Rue d'Arlon 15, B-1040 Brussels. Free of charge upon request, in three language versions (English, French and German). Ph: +32 2 299 1111; Fax: +32 2 230 6562.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

455

TD/INT 54.160

Klein, Steven; Medrich, Elliott.

Toward establishing a unified system of performance measures.

1997. Unpublished. 27, 5 p.

This paper explores the potential for developing a unified system of performance measures for program improvement that can serve multiple purposes and audiences. It opens with a background section that describes some of the basic elements of performance measurement. After clarifying terminology, the paper briefly profiles the Job Training and Partnership Act of 1982 and the Carl D. Perkins Vocational and Applied Technology Act of 1990 to trace the introduction and evolution of performance measures in the work force development domain.

Section two reviews how legislated policy has been implemented. Using two acts as examples, the discussion focuses on how guidelines for the creation of performance measurement systems change in response to practical considerations at state and local levels. The section then focuses on the School-to-Work Opportunities Act (STWOA). Among other things, this section offers insight into the form that STWOA measures may ultimately take at the state level.

Building on this discussion, Section Three turns to a comparison of specific performance measures contained in vocational and school-to-work legislation. The purpose is to assess how proposed STWOA measures are likely to evolve in practice, as well as consider the potential for integrating these new measures with existing state data collection.

The report closes with a description of issues that will affect the use of performance measures at the federal, state and local levels. A framework for conceptualising different approaches to performance measurement is advanced, and the implications and trade-offs associated with data collection from a federal, state or local perspective are arrayed. A discussion of the relationship between data burden and data quality and recommendations for integrating existing data collection with proposed STWOA measures are also included, as is a description of issues that must be addressed before a uniform system of performance measures can be developed.

Keywords: USA; Performance indicator; Measurement; Standard; Data collecting; Educational indicator

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211.
Interlibrary loan.

456

TD/INT 54.161
Malaysia. Ministry of Education.
Polytechnics: a brief introduction.
Kuala Lumpur: Technical & Vocational Education Division, Ministry of Education, 1994. 108 p.

This booklet provides general information on the seven polytechnics in Malaysia. They are: Ungku Omar Polytechnic, Sultan Haji Ahmad Shah Polytechnic, Sultan Abdul Halim Mu'adzam Shah Polytechnic, Kota Bharu Polytechnic, Kuching Polytechnic, Port Dickson Polytechnic, and Batu Pahat Polytechnic. Certificate and diploma courses offered by the polytechnics are briefly described.

Keywords: Malaysia; Educational institution; Prospectus; Course outline

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211.
Interlibrary loan.

457

TD/INT 54.162
South Africa. Dept of Education.
Green paper on further education and training: preparing for the twenty-first century through education, training and work.
[Pretoria]: Department of Education, 1998. 108 p.

The publication of this Green Paper marks the beginning of further discussions on the nature, direction and organisation of the Further education and training (FET) sector, which until now has been characterised by inefficiency, fragmentation and variable levels of quality.

Chapter 1 makes the point that further education and training is crucial to South Africa's development. It sketches the process that has led up to the publication of this paper and sets the scene for the policy proposals that follow.

Chapter 2 explains why change to FET is essential. FET must respond to rising social demands and to new local and international economic realities.

Chapter 3 introduces the key features of a new FET policy framework geared for the twenty first century. The chapter concludes by summarising the key implications of this new framework for curriculum and qualifications, governance, legislation, institutional and staff development, and funding and implementation. These implications are further elaborated in chapters 4 to 6.

Chapter 7 briefly describes the structures and activities that the Dept of Education will establish and initiate when implementing the proposed framework.

Keywords: South Africa; Further education; Further training; Postcompulsory education; Educational policy; Educational planning; Educational reform

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211.
Interlibrary loan.
Other sources: Also available on the Internet at: http://www.gov.za/doe/Deptinfo/Gfet/green/greencov.htm (accessed July 1998).

458

TD/INT 54.163
South Africa. Parliament. House of Assembly.
Further education and training bill, 1998.
[Pretoria?]: [Government Printer?], 1998. 19 p.

The intended act will regulate further education and training; provide for the establishment, governance and funding of public further education and training institutions; provide for the registration of private further education and training institutions; provide for quality assurance and quality promotion in further education and training; provide for transitional arrangements and the repeal of a law; and provide for matters connected therewith.

Keywords: South Africa; Legislation; Further education; Further training; Educational institution; Quality

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211.
Interlibrary loan.

459

TD/INT 54.164
Journal of vocational education and training, volume 49, number 3 1997.
Oxfordshire: Triangle Journals, 1997. 1 v.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Cockrill and Scott provide a detailed and accessible account of the contemporary structure of the German system for vocational education and training and of some of the main issues and concerns causing current stresses within it; Ziderman considers the nexus between the economy and secondary technical and vocational education as evidenced in contrasting policies and outcomes across countries; Sutton and Tse examine curriculum issues in the relationship between language, culture and learning; Psacharopoulos examines the arguments underpinning the hope of vocational education and training (VET) as a panacea for many social ills, and offers a series of alternative or complementary actions that would make VET more relevant to the world of work and increase its effectiveness; Selwyn offers a series of practical recommendations for the successful teaching of information technology skills to reluctant computer users; Jones and Womble look at the perceptions of urban trade and industrial students in the USA in relation to school and career-related issues; Tzannatos and Johnes examine the organisation and funding of training in a sample of newly industrialised economies (Korea, Malaysia, Singapore and Taiwan, China); Gerber and Velde report on four conceptions of the nature of the clerical-administrative worker as: the technically proficient worker; the knowledgeable-supportive worker; the skilled adviser; and the multiskilled, interactive decision-maker.

For individual entries see TD/INT 54.165 to TD/INT 54.172.

Keywords: UK; Vocational education; Training; Work; Research
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

460

TD/INT 54.165
Cockrill, Antje; Scott, Peter.

Vocational education and training in Germany: trends and issues.

IN: Journal of vocational education and training. Vol. 49,(3), 1997, p. 337-350
Oxfordshire: Triangle Journals, 1997.

This article provides a detailed and accessible account of the contemporary structure of the German system for vocational education and training and of some of the main issues and concerns causing current stresses within it. First, we outline the so-called dual system for initial vocational training and the manner in which it is underpinned by the general education system. A number of difficulties threaten the continuation of the dual system in its present form, the most important of which are increasing pressures for the differentiation of, and for greater flexibility in, training provision, and also for restructuring of the system's costs and funding. Secondly, this article describes the much less regulated and discussed field of provision for continuing vocational training and identifies further current troubles affecting this sphere, such as imperfect knowledge and quality, access problems, and - again - the funding of such training.

Keywords: Germany, Federal Republic; Vocational education; Vocational training; Educational system; Trend; Future; Dual system; Access to education; Training market
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

461

TD/INT 54.166
Ziderman, Adrian.

National programmes in technical and vocational education: economic and education relationships.

IN: Journal of vocational education and training. Vol. 49,(3), 1997, p. 351-366
Oxfordshire: Triangle Journals, 1997.

The article considers the nexus between the economy and between secondary technical and vocational education as evidenced in contrasting policies and outcomes across countries. In particular the article discusses trends in the relative importance of secondary technical and vocational education in national education and training programmes, with emphasis on developing countries; it considers conflicts stemming from the dual linkages of technical and vocational education to the education system as a whole and to labour markets; it examines critically the extensive literature on the economic efficacy of vocational education; it considers the new challenges facing vocational education systems from economic, technological and structural change; it concludes with a discussion of measures that are increasingly being advocated to improve the link between vocational education systems and between labour market needs and employment opportunities.

Keywords: International; National programme; Training employment relationship; Educational policy; Outcome of education; Secondary education; Developing country; Labour market; Trend
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

462

TD/INT 54.167
Sutton, John; Tse, Peter S. M.

Curriculum issues in the relationship between language, culture and learning: the case of food and beverage management teaching.

IN: Journal of vocational education and training. Vol. 49,(3), 1997, p. 367-384
Oxfordshire: Triangle Journals, 1997.

This article examines curriculum issues in the relationship between language, culture and learning. It focuses on approaches used in teaching food and beverage management subjects to students taking a Higher Diploma in Hotel

Management at Hong Kong Polytechnic University; and whether language and culture cause learning difficulties for Chinese students studying Western management techniques in a quasi-Western learning environment. In Hong Kong a majority of Cantonese speaking Chinese students have to learn in English, their second language, from a team of multicultural academics, for whom English may also be a second language. Findings confirmed that language was one cause affecting students' learning, and a strong link was established to support the assumption that culture also influenced learning.

Keywords: Hong Kong; Teaching method; Programme implementation; Learning; Language; Cultural factor; Equal opportunity; Disadvantaged; Curriculum
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

463

TD/INT 54.168
Psacharopoulos, George.

Vocational education and training today: challenges and responses.

IN: Journal of vocational education and training. Vol. 49,(3), 1997, p. 385-394
Oxfordshire: Triangle Journals, 1997.

Vocational education and training (VET) continues to be a favoured instrument of social engineering for achieving a series of objectives, such as accelerating economic growth, reducing youth unemployment and benefiting from economic globalisation. This is in spite of a great deal of scepticism regarding its effectiveness. The article examines the arguments underpinning the great hope of VET as a panacea for many social ills, and offers a series of alternative or complementary actions that would make VET more relevant to the world of work and increase its effectiveness. Many of such actions lie outside the sphere of traditional VET provision, pertaining to the macro-economic environment, the general demand for labor and, paradoxically, to general (rather than specialised) education and training.

Keywords: US; Vocational education; Vocational training; Delivery system; Outcome of education; Training employment relationship; Labour market; Evaluation
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

464

TD/INT 54.169
Selwyn, Neil.

Teaching information technology to the computer shy: a theoretical perspective on a practical problem.

IN: Journal of vocational education and training. Vol. 49,(3), 1997, p. 395-408
Oxfordshire: Triangle Journals, 1997.

In both post-compulsory education and training there is a growing need for every student, teacher and employee to have at least a basic level of computer competence. It is therefore necessary to consider the needs of the computer shy, i.e. those individuals who have up until now avoided coming into contact with computers and are reluctant to take part in computer training. This article begins by examining the psychological, sociological and operational origins of an individual's computer reticence and anxiety, and also explores the theoretical factors behind computer acceptance and use. From this basis a series of practical recommendations are made for successful teaching of information technology skills to reluctant computer users.

Keywords: UK; Teaching method; Learning process; Computer; Basic skill; Skill development; Computer literacy
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

465

TD/INT 54.170
Jones, Karen H.; Womble, Myra N.

Perceptions of urban trade and industrial students in the South-eastern USA: school and career-related issues.

IN: Journal of vocational education and training. Vol. 49,(3), 1997, p. 409-430
Oxfordshire: Triangle Journals, 1997.

Technological change and increased international competition continue to create shortages of workers in the USA who are ready to meet the demands of a high-performance workplace. Demographic trends suggest that in the next 20 years employers will depend on a workforce drawn from urban communities. However, youth exiting schools in urban districts are a segment of the American population often considered ill prepared to meet the demands of today's workforce. Urban students are often described as potential high school drop-outs or non-college bound and have experienced employment difficulties. Since urban youth are at-risk for unemployment after completing high school, research is needed to establish an empirical basis for instructional design and strategies. Perceptions of urban students enrolled in trade and industrial education courses in a large urban city in the south-eastern USA were examined to explore work and career-related issues. Findings suggest students form perceptions toward work and career-related issues based on three factors - career knowledge and success, school-to-work awareness, and career choice limitations.

Keywords: US; Outcome of education; Youth employment; Youth unemployment; Career awareness; Career planning; Labour market
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

466

TD/INT 54.171
Tzannatos, Zafiris; Johnes, Geraint.
Training and skills development in the East Asian newly industrialised countries: a comparison and lessons for developing countries.
IN: Journal of vocational education and training. Vol. 49,(3), 1997, p. 431-454
Oxfordshire: Triangle Journals, 1997.

In this article the authors examine the organisation and funding of training in a sample of newly industrialised economies (Korea, Malaysia, Singapore and Taiwan, China). The findings lend support to the argument that there is no single training system appropriate for all countries, and much depends on the country's developmental stage and specific characteristics including non-economic ones (such as culture and ethnic composition of the population). However, some characteristics of training seem to be more appropriate than others. First, late specialisation in school curricula and acquisition of specialized skills in-service are desirable features. Second, the authors advocate measures that encourage private finance of training without acting as a tax on labour. Third, training institutions should have autonomy for student selection, staff recruitment and choice of courses. Fourth, employers should participate in training to a great extent. Fifth, regular evaluations of training policies should take place, and the results of these should be compared with alternative interventions in the area of human resources.

Keywords: Korea; Malaysia; Singapore; Taiwan, China; Training market; Fund; Economics of education; Training plan; Skill development
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

467

TD/INT 54.172
Gerber, Rod; Velde, Christine.
Competence model for professional practice in the clerical-administrative occupations.
IN: Journal of vocational education and training. Vol. 49,(3), 1997, p. 455-476
Oxfordshire: Triangle Journals, 1997.

This article is one of a series which draws on qualitative and quantitative data to determine: the nature of recruitment and selection practices; the types of competency information employers want to know about applicants when making clerical-administrative (office) personnel hiring decisions; and in what form they want to receive the information so that it is most useful. This article reports on qualitative results derived from personal interviews with 14 non-managerial and managerial staff who were drawn from the original sample, and reports on four conceptions of the nature of the clerical-administrative worker as: the technically proficient worker; the knowledgeable-supportive worker; the skilled adviser; and the multiskilled, interactive decision-maker.

Keywords: Australia; Clerical worker; Administration; Office work; Basic skill; Professional knowledge; Competence
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

468

TD/INT 54.173
Journal of vocational education and training, volume 50, number 1 1998.
Oxfordshire: Triangle Journals, 1998.
1 v.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Gorard, Rees, Fevre and Furlong use the results of a large-scale study of patterns of participation in post-compulsory education and training over the past 50 years to identify some of the social determinants of adult participation; McRoberts and Leitch describe how a comprehensive evaluation model was utilised to evaluate one youth training programme in Northern Ireland over a 3-year period; Hung describes the vocational training system and the training boards and general committees which are the decision-making bodies of vocational training in various trades and industries in Hong Kong; Lount and Hargie's research focuses on students studying for the priesthood, especially in terms of learning interpersonal communication skills in order to work effectively and confidently with specific kinds of people in different contexts; Butler and Brooker investigate the perceived contribution of Technical and Further Education (TAFE) Colleges to the development of skilled trade-persons; Chi-Kim and Lewis examine the expectations of employers of high school leavers in Hong Kong; Nwagwu looks at vocational preferences between male and female students in Nigeria; Gray and Morgan look at funding for the Modern Apprenticeship scheme.

For individual entries see TD/INT 54.174 to TD/INT 54.181.

Keywords: UK; Vocational education; Training; Work; Research
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Individual articles available as photocopy.

469

TD/INT 54.174
Gorard, Stephen; Rees, Gareth; Fevre, Ralph; Furlong, John.
Two components of a new learning society.
IN: Journal of vocational education and training. Vol. 50,(1), 1998, p. 5-19
Oxfordshire: Triangle Journals, 1998.

This article uses the results of a large-scale study of patterns of participation in post-compulsory education and training over the past 50 years to identify some of the social determinants of adult participation. It is suggested that these determinants are of two types, those more relevant to immediate post-school education and training and those relevant to lifelong learning. This possibility is used to reinforce doubts about the wisdom of current policy in seeking mass participation in further and higher education and immediate post-school training. Such measures, while creditable in themselves are not sufficient to create the United Kingdom Learning Society so widely espoused in official discourse and its associated policy literature.

Keywords: UK; Lifelong learning; Continuing education; Adult education; Participation; Educational opportunity; Attitude; Learning process
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

470

TD/INT 54.175
McRoberts, Robin; Leitch, Ruth.
Best of the old alongside the new: evaluating an integrated training programme for part-time youth workers.
IN: Journal of vocational education and training. Vol. 50,(1), 1998, p. 21-40
Oxfordshire: Triangle Journals, 1998.

Set against the dearth of published research into the effectiveness of youth leadership training programmes, the present study describes how a comprehensive evaluation model was utilised to evaluate one such programme in Northern Ireland over a 3-year period. The training welds together a traditional curriculum approach and a competence-based methodology to provide an integrated experience for the part-time youth worker participants. Self-completion questionnaires and follow-up interviews with a random sample of these youth workers and their supervisors were used to collect data. Outcomes suggest that the synthesis of these two training strategies is not only effective in meeting the learning needs of youth workers, but also leads to identifiable improvements in the range and quality of youth work programmes available to young people.

Keywords: Ireland; Youth; Training programme; Leadership; Competency based training; Learning experience; Training evaluation
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

471

TD/INT 54.176
Hung, Humphrey.
Study of the decision-making bodies of the Vocational Training Council in Hong Kong.
IN: Journal of vocational education and training. Vol. 50,(1), 1998, p. 41-59
Oxfordshire: Triangle Journals, 1998.

This article gives a brief account of the development of vocational training in Hong Kong. It then describes the vocational training system and the training boards and general committees which are the decision-making bodies of vocational training in various trades and industries. The composition of these decision-making bodies is analysed and a model of triple alliance is proposed to describe the situation. This article recommends that in view of the success of the triple alliance, more power and authority should be decentralised, and devolved to these decision-making bodies.

Keywords: Hong Kong; Vocational Training Council (Hong Kong); Decision making; Policy formation; Training system; Vocational training; Industry; Cooperation
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

472

TD/INT 54.177
Lount, G. T. M.; Hargie, O. D. W.
Preparation for the priesthood: a training needs analysis.
IN: Journal of vocational education and training. Vol. 50,(1), 1998, p. 61-77
Oxfordshire: Triangle Journals, 1998.

Commentators on professional education have laid stress on the need for students to acquire sound communication skills. Training programmes in interpersonal skills have been reported in the literature for many professionals. Such skills are regarded as important in relationships, not only with clients, but also with other professionals, peers and anyone else with whom the professional has to communicate. The seminarians who formed part of this research are students studying for the priesthood. As candidates for the priesthood they attend a seminary which may be classified as a special purpose educational institution as distinct from a multipurpose one in that its primary goal is the preparation of its students for a specific objective shared by all the students in the institution. The focus here was to examine the seminarians' views on the education and training they received and to reflect on whether or not it had in their perception adequately prepared them for their future mission as priests, especially in terms of learning interpersonal communication skills in order to work effectively and confidently with specific kinds of people in different contexts.

Keywords: UK; Religion; Communication skill; Training programme; Training needs analysis; Evaluation
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

473

TD/INT 54.178
Butler, Jim; Brooker, Ross.

Learning context within technical and further education colleges as perceived by apprentices and their workplace supervisors.

IN: Journal of vocational education and training. Vol. 50,(1), 1998, p. 79-96
Oxfordshire: Triangle Journals, 1998.

Technical and Further Education (TAFE) Colleges are the main providers of formal vocational education in Australia. This article investigates the perceived contribution of these colleges to the development of skilled trade-persons. Both quantitative and qualitative data were collected from apprentice trade-persons and their workplace supervisors. The study shows that these colleges do provide an important context that promotes vocational learning for apprentice trades-persons. The major strength of TAFE is the opportunity to practice with teacher feedback, without the press of production. In this context their skills are improved and they learnt aspects of their trade that were not learnt in the workplace. The significance of these results is that TAFE colleges are perceived to provide workplace learning that is not available to apprentices in particular workplaces.

Keywords: Australia; Skill development; Workplace education; Skilled worker; Learning process; Apprenticeship; Off-the-job training; Evaluation
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

474

TD/INT 54.179
Chi-Kim, Cheung; Lewis, David.

Expectations of employers of high school leavers in Hong Kong.

IN: Journal of vocational education and training. Vol. 50,(1), 1998, p. 97-111
Oxfordshire: Triangle Journals, 1998.

What do employers expect of education? This article examines the expectations of employers of high school leavers in Hong Kong. It is found that employers expect their employees to have a general knowledge of work and a good working attitude. Some skills like those required to make decisions and to analyse are regarded as important by many, but are only applicable to employees holding major positions. It is good enough for high school leavers to start with basic skills. However, the present curriculum in Hong Kong prepares pupils for academic studies, not equipping them with general skills and knowledge for work.

Keywords: Hong Kong; Outcome of education; Employer; Attitude; Transition from school to work; Educational system; Work preparation; Relevance of education
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy

475

TD/INT 54.180
Nwagwu, Cordelia.

Academic and vocational preferences of Nigerian secondary school students: a challenge to policy makers.

IN: Journal of vocational education and training. Vol. 50,(1), 1998, p. 113-122
Oxfordshire: Triangle Journals, 1998.

One of the reasons for restructuring Nigerian secondary education in 1977 was to introduce compulsory pre-vocational subjects in the Junior Secondary and vocational subjects in the Senior Secondary Schools. The aim was to prepare high school leavers for both higher education and the world of work. However, doubts have been expressed about the impact of the policy and programmes on the academic and vocational preferences of students. The academic and occupational preference of males and females were compared, and substantial differences were observed. The major reasons given by the respondents for their choices were examined. Based on the findings, appropriate recommendations were made.

Keywords: Nigeria; Student interests; Motivation; Occupational choice; Participation; Equal opportunity; Access to education; Outcome of education
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

476

TD/INT 54.181
Gray, David; Morgan, Mark.
Modern apprenticeships: filling the skills gap?
IN: Journal of vocational education and training. Vol. 50,(1), 1998, p. 123-134
Oxfordshire: Triangle Journals, 1998.

In the United Kingdom, the Modern Apprenticeship scheme is financed and managed largely by Training and Enterprise Councils (TECs) which are regionally based. The article reports on a study carried out amongst a sample of TECs which examined their financial commitment to Modern Apprenticeships, and their views on the responsiveness of employers and trainees to the scheme. The study found that the funds devoted by different TECs to Modern Apprenticeships vary quite widely, but in general, were minimal compared with money devoted to unemployment containment strategies such as Youth Training Schemes. It is concluded that, unless there is both robust financial commitment to apprenticeship training and a scheme which is national, rather than local in focus, it is unlikely that the United Kingdom will produce a labour force capable of competing with our European trading partners.

Keywords: UK; Training market; Modern Apprenticeships; Apprenticeship; Fund; Training Enterprise Council; TEC; Financing policy
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk; Internet: **http://www.triangle.co.uk**
Other sources: AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

477

TD/INT 54.182
Ramos, Fidel V.
Skills, jobs and progress.
[Philippines]: [s.n.], 1995. [3] p.

This is the text of a speech delivered by President Fidel V. Ramos at the opening program of the National Youth Skills Olympics in Cebu City, April 22, 1995. The text is partly in English and partly in Filipino.

This paper outlines how a world class workforce could be developed. It touches on a range of related issues including technical education.

Keywords: Philippines; Educational planning; Skill development; Labour market

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

478

TD/INT 54.183
MTU Development Project.
Technical qualification testing system in the Republic of Korea.
[1996?]. Unpublished. 7 leaves

This article was prepared by the Korean consultant of the MTU Development Project for senior officials of the Indonesian Ministry of Manpower who were visiting the Republic of Korea.

Since 1991, national qualification tests in technical fields as well as the registration and refreshment training of certification holders have been exclusively conducted by the Korea Manpower Agency (KOMA). This unique system has been considered to be one of the very important push factors behind the Korean industrial development. Qualification testing is a part of KOMA's functions. The agency tests individual skills and issues government attestation's of the different skill levels. The system has enabled craftsmen, skilled workers, technicians and engineers to improve their skills systematically.

Keywords: Korea; Technical education; Educational planning; Skill certification; Testing; KOMA; Occupational qualification; Korea Manpower Agency

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

479

TD/INT 54.184
Vocational training system of the Republic of Korea.
[1997?]. Unpublished. 17 leaves

The introduction provides a brief outline of the history of the introduction of vocational education, the structure of the Vocational Training Bureau of the Ministry of Labour and the establishment of the Korea Manpower Agency (KOMA), the agency for vocational training, in 1995. This paper then covers the major systems of vocational training in Korea, the national technical qualification testing and KOMA's other duties that are related to vocational training.

Keywords: Korea; KOMA; Korea Manpower Agency; Training system; Skill certification; Testing; Occupational qualification

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

480

TD/INT 54.185
Profile of the China Association of Staff and Workers Education and Vocational Training.
Beijing, China: Dong Yuan, 1990. 30 p.

This booklet outlines the history, constitution, functions, structure, and financial resources of the China Association of Staff and Workers Education and Vocational Training. A list of the leaders and council members of the Association is also provided. The text is partly in Chinese and partly in English.

Keywords: China; China Association of Staff and Workers Education and Vocational Training; Guide

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

481

TD/INT 54.186
United States Army Recruiting Support Command.
Planning for life.
[USA?]: US Army Recruiting Command, 1994. 3 v.

There is a growing appreciation of the need for schools and agencies to help youth and adults develop plans for their lives. This new appreciation includes the belief that career choice is a process, not an event, which begins early and involves a wide variety of home, school and community experiences. Career planning is central to one's school course selection, achievement, postsecondary education and training choices, and employment decision making. The three volumes are:

- Planning for life: a compendium of 1994 nationally recognised career planning programs;
- Planning for life program guidebook; and,
- The Army Planning for Life Awards Program: recognising career planning excellence in America: application packet.

Keywords: US; Career awareness; Career planning; Career development; Vocational guidance

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

482

TD/INT 54.187
CVTE: trung tam nghien cuu giao duc trung hoc chuyen nghiep va day nghe: Research Centre for Vocational and Technical Education.
Hanoi, Vietnam: National Institute for Educational Science, [1994?].
1 leaflet

This leaflet outlines the tasks and organisational structure of the Research Centre for Vocational and Technical Education (CVTE). The text is partly in English and partly in Vietnamese.

Keywords: Vietnam; Technical education; Vocational education; Research Centre for Vocational and Technical Education; CVTE

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

483

TD/INT 54.188
Great Britain. Parliament. House of Commons. Education Committee.
Education and training for 14 to 19 year olds: volume I.
London: HMSO, 1996. lxxx p.

The education and training of the 14 to 19 age group is a large and complex subject. The importance of improving the UK's effectiveness by creating a more skilled workforce has been long recognised, and many of the issues, such as the need to enhance the vocational and occupational skills of young people, or the need to increase participation of young people in post-compulsory education and training, have been discussed many times.

There is a good deal of consensus on the strengths and weaknesses of the present system. No-one believes that the system as it stands is capable of delivering the right kind of workforce for the UK in the 21st century. There is also consensus about what the education and training systems needs to be able to deliver in the future, for the economic well-being of the country and for students to make the most of their potential throughout their lives.

There are four sections within the report, starting with an introduction. Section B, on the current system, is split into five headings: courses and qualifications, institutions, funding of institutions, careers education and guidance, and teacher training. Each section contains a brief factual description and a short commentary based on evidence received and other sources. In Section C issues that need to be addressed by those involved in the education and training of young people are set out. The conclusions are summarised in Section D.

Keywords: UK; Youth; Postcompulsory education; Training system; Skill development; Educational reform; Educational policy; Educational planning; Future
ISBN: 0102155968

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

484

TD/INT 54.189
International Labour Organization: backgrounder.
Geneva: Bureau of Public Information, International Labour Office, 1994. 8 p.

A brief history of the International Labour Organisation (ILO) from 1919 to 1994. The foundation, early years, post-war expansion, structure, standards, technical cooperation, research and information are all discussed. A list of past director-generals and of the member states are also provided.

Keywords: ILO; International Labour Organisation; Guide

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

485

TD/INT 54.190
Great Britain. Trades Union Congress. (TUC)
Learning for life: the TUC action plan to deliver the national education and training targets.
London: Trades Union Congress, 1993. 6 p.

The Trades Union Congress (TUC) has made an unqualified commitment to a qualified workforce. This action plan is a call to all unions to help achieve the national education and training targets and help pave the way towards economic recovery.

Keywords: UK; Training; Skill development; Training needs; Workplace education; National programme; Strategic planning

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

486

TD/INT 54.191
Cunningham, John.
Work based learning: a training guide to quality development of formal reviews in occupational training (ET).
Bristol: The Staff College, 1992. 54 p.

Many companies engage in work based learning of one kind or another. The Work Based Learning Project has developed a good practice model of work based learning (WBL) for companies, trainers and off-job providers to use. This provides a definition of work based learning, together with strategies, tools and techniques intended to raise the quality of their current WBL practice.

Work based learning with its major characteristic of linking learning to the work role ensures that learning is seen as relevant both to worker and employer needs. It helps motivate workers to learn how to improve their performance and development at work, and motivates employers to support that learning. Learning activities can take into account the short and long term needs of the employing organisation and its workers, and thus assist with the provision of continuous life-long learning demanded by labour markets in which changes are endemic.

Keywords: UK; Learning process; Workplace education; On-the-job training; Best practice; Quality
ISBN: 185663017X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

487

TD/INT 54.192
APSDIN: the information network of the Asian and Pacific Skill Development Programme.
Islamabad, Pakistan: International Labour Organisation, 1990. 20 p.

APSDIN is the acronym for the Asian and Pacific Skill Development Network. Through APSDIN the Asian and Pacific Skill Development Programme disseminates and receives information on technical and vocational training to and from decision-makers and practitioners in the Asia and Pacific region. This booklet provides a brief history of APSDIN before shifting onto an explanation of the network's role, structure, services, products and membership.

Keywords: Asian and Pacific Skill Development Information Network; APSDIN; Asia; Pacific region; Information network; APSDEP; Asian and Pacific Skill Development Programme

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

488

TD/INT 54.193
Aksornsuwan, Jirawan.
Information collection and dissemination for vocational training: an ILO perspective.
Eighth ILO/APSDIN Meeting: Adelaide, 22-26 July 1996
1996. Unpublished. 9 leaves

The aims of the eighth meeting were to report on current regional information networking activities as well as to decide on the future policy for regional information networking and the expansion into quantitative data capture and dissemination.

This paper outlines the responsibilities of the library and information centres in all ILO offices. These responsibilities include the identification, collection, processing, storage and dissemination of information relevant to the needs of the secretariat and ILO's tripartite constituents.

For other papers presented at this meeting see APSDIN/46.01 to APSDIN/46.17.

Keywords: Vocational training; Information network; Information needs; ILO; International Labour Organization; APSDIN; Asian and Pacific Skill Development Information Network

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

489

TD/INT 54.194
Stratton, Nick.
APL handbook.
London: City and Guilds of London Institute, 1990. 44 p.

The purpose of this handbook is to describe what is meant by Accreditation of Prior Learning (APL) and to provide guidance on the APL process. It is primarily intended for those involved in the award of City and Guilds qualifications, including counsellor/guides, assessors, internal and external verifiers, and people concerned with the overall management of procedures.

Keywords: UK; Prior learning; Accreditation; Skill certification; Assessment

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

490

TD/INT 54.195
Philippines. Technical Education and Skills Development Authority. (TESDA)
TESDA info page.
[Manila]: TESDA, [1995?]. 3 leaflets

These three leaflets cover: Making technical education and skills development work: the TESDA agenda for action. A description of the Technical Education and Skills Development Authority (TESDA), its composition and major aims;

Skills training: charting success and opportunities in the lives of people. A number of paragraphs give the success stories of graduates of the National Manpower and Youth Council now called TESDA;

National Trade Skills Standards Testing and Certification Program (NTSSTCP): setting high skills standards among workers. This page provides an explanation of what NTSSTCP is and how it should be used.

Keywords: Philippines; TESDA; Technical Education and Skills Development Authority; Skill development

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

491

TD/INT 54.196

Organisation for Economic Co-operation and Development. (OECD)

High-quality education and training for all.

Paris: OECD, 1992. 153 p.

This volume presents the discussions and conclusions of the OECD Ministers of Education at a conference held in Paris in November 1990. Part 1 contains the introductory address by the Secretary-General of the OECD, the ministerial discussion and the Ministers' communique; Part 2 contains the analytical background, divided into the following areas: OECD economies and societies in a state of change; selected educational developments; raising educational quality - towards a culture of learning; teachers - the key resource; the disadvantaged and under-represented - extending quality learning to all; overview and questions for the future. A statistical overview of education in OECD countries is included, with tables and graphs.

Keywords: Education; Training; Quality; Educational improvement; Access to education; Organisation for Economic Co-operation and Development; Conferences
ISBN: 9264137785

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan quote 370 HIG.

492

TD/INT 54.197

Alternatives to universities.

Paris: OECD, 1991. 85 p.

This report charts the recent development of the non-university sector of higher education in some OECD countries. It shows that during the 1980's this sector most often succeeded in enhancing its standing and recognition among students, employers, and the academic world alike. Its progress in the 1990s will depend on how it meets the challenge of greater competition from the universities on the one side, and the growing post-secondary "third" sector - market oriented and often private - on the other.

Keywords: Austria; Canada; France; Germany; Japan; Netherlands; New Zealand; UK; US; Higher education; Organisation for Economic Co-operation and Development; Postsecondary education; Universities
ISBN: 9264135308

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan quote 378 ALT.

493

TD/INT 54.198

Lee, Young-Hyun; Lee, Namchul.

National profiles on technical and vocational education in Asia and the Pacific: Republic of Korea.

[Korea]: Korea Research Institute for Vocational Education and Training, [1998]. 42 p.

(Research material, 98-2)

This paper was prepared for the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Principal Regional Office for Asia and Pacific (PROAP). Technical and vocational education (TVE) has always been an important component of UNESCO's consecutive medium term plans. The basic objective of this program is to support the efforts of member states to link education systems more closely to the world of work and to promote the expansion and improvement of technical and vocational education in light of changing employment needs. PROAP, through the Korean National Commission for UNESCO, requested the Korea Research Institute for Vocational Education and Training (KRIVET) to prepare national profiles on technical and vocational education in Korea.

The six parts to this paper cover: Country profile and socio-economic background; Technical and vocational education and training; Lifelong education; TVET supporting systems; Directory of key related institutions and professionals; and Future prospects and tasks of Korean TVET.

Keywords: Korea; Vocational education; Vocational training; Training system; Educational system; Educational administration; Lifelong learning; Future
ISBN: 8988198034

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

494

TD/INT 54.199

China. State Education Commission. Dept of Planning and Construction.

Essential statistics of education in China 1997.

People's Republic of China: Dept of Planning & Construction, State Education Commission, 1998. 81 p.

The text is partly in Chinese and partly in English. Educational statistics are set out by level and type from basic statistics through to specialised statistics. All levels of education are covered including vocational schools and adult higher educational institutions. For each level and type of institution a set of statistics is offered. These include basic statistics, composition of students, including female and minority figures, enrolment figures, enrolment by field of study, number of classes, and the number of full time teachers, staff and workers in the different schools.

Keywords: China; Statistics; Education; Educational system; Statistical data

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

495

TD/INT 54.200
China. State Education Commission. Dept of Foreign Affairs.

General survey of education in China.

Beijing: Beijing Normal University Press, 1997. 124 p.

The text is partly in Chinese and partly in English. Through nearly 48 years of efforts, China has made big strides in education. Indeed, China runs the biggest education system in the world. The overall level of educational development is still comparatively backward, as China is a country with a large population and there are large regional disparities in economic and cultural development. There is still a long way to go for China to have her educational undertakings to fully meet the needs of economic and social development and the aspirations of her youth to receive education at the upper secondary and tertiary levels. To attain the set goal is a herculean task and great efforts have to be exerted in increasing financial input, in improving the physical facilities of educational institutions, in upgrading the qualifications of teachers and in enhancing the management of education.

Sections within this survey cover: China's educational administration structure; Responsibilities and departments of the State Education Commission; Basic Education in China; Regular higher education in China; Postgraduate education in China; Vocational education in China; Adult education in China; Physical and art education in educational institutions in China; Teacher education in China; The education of minority nationalities in China; Multimedia and educational technology education in China; Scientific research in Chinese universities and colleges; The academic degree system of China; and International exchange and cooperation of China's education.

Keywords: China; Statistics; Education; Educational system; Statistical data

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

496

TD/INT 54.201
Arguelles, Antonio (comp.).

La educacion technologica en el mundo = [Technical education in the world].

Mexico: Colegio Nacional de Educacion Profesional Tecnica, 1998. 380 p.

For several years there has been a growing realisation of the increasing importance of incorporating technical knowledge along with traditional approaches to education. This volume contains papers that look at the education systems of a number of countries that have set out to improve their competitiveness within the global environment. On one hand there is a need to rationalise productive systems and on the other hand a need to extend and elevate the education levels and the capacity of their people. A number of sections are provided. One covers Canada, the United States and Australia, whose English roots characterise them as heirs to the empire, including the ideas of equality and the search for profit. An other section covers France, Spain and Mexico, within which the constant fights of the traditional society against the modern world can be identified. Germany, whose education and economic development is different, offers the dual system. Japan's education system puts an emphasis on the values of collective behaviour and the search for consensus. The education system in Singapore has developed following the premise that it is important for human resources to be developed in line with natural resources.

The papers have been published in Spanish only. The titles and authors are: El sistema frances de formacion profesional / Benoit Bouyx; La formacion profesional en Espana / Francisco de Asis Blas Aritio; La educacion profesional tecnica en Mexico / Antonio Arguelles; Tendencias y retos de la educacion tecnica en Canada / David N. Wilson; Hacia el futuro: tendencias, retos y obligaciones (estados unidos) / Arthur M. Cohen, Florence B. Brawer; Temas actuales de la educacion y la capacitacion profesional en Australia / Andrew Gonczi, Frank Hegerty, Greg Woodburne; La formacion profesional en Alemania / Hermann Schmidt; Sistema de capacitacion vocacional en Japon / Raimei Nakano; Dinamicas y retos de un sistema de capacitacion profesional: la experiencia de Singapore / Law Song Seng.

Keywords: Mexico; Spain; Canada; Australia; US; Germany; Japan; Singapore; Vocational education; Technical education; Educational system; Educational policy
ISBN: 9681856716

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

497

TD/INT 54.202
Kennedy, Helena.

Learning works: widening participation in further education.

Coventry, Eng: The Further Education Funding Council, 1997. v, 116 p.

One of the aims of the Further Education Funding Council is to promote access to further education for people who do not participate in education and training, but who could benefit from it. The Council set up the Widening Participation Committee in December 1994 to advise it on achieving that aim. The body of this publication sets out the Committee's agenda for change to increase access to post-16 learning and to improve the quality of learners' achievements. The terms of reference of the Committee are set out in annex A. Evidence given to the Committee is summarised in annex B. The membership of the Committee is given in annex C.

Keywords: UK; Further education; Postcompulsory education; Participation; Access to education; Quality; Educational policy; Fund

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

498

TD/INT 54.203

Skills for development: the Commonwealth Fund for Technical Co-operation.

London: Commonwealth Secretariat, 1997. 32 p.

The Commonwealth promotes economic and social development in all regions of the world through a wide range of technical assistance programmes. These are funded, mainly, by the Commonwealth Fund for Technical Co-operation (CFTC), which is administered by the Commonwealth Secretariat. The CFTC works to strengthen infrastructure and institutions, accelerate economic development and public sector reform, alleviate poverty and build upon local skills through the provision of training, expertise and advisory services. This booklet describes the work of the CFTC and highlights its strengths and comparative advantages. It also describes the assistance provided under the different programmes, with relevant statistical data and graphic illustrations.

A web page describing the CFTC can be found at: http://www.tcol.co.uk/comorg/cftc.html (accessed July 1998). Other relevant information can be found on the Commonwealth Secretariat web site at: http://www.thecommonwealth.org (accessed July 1998).

Keywords: Commonwealth Fund for Technical Co-operation; CFTC; Guide

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

499

TD/INT 54.204

General education, vocational education and training in the Netherlands.

Hertogenbosch: CINOP, [199-?]. 1 leaflet

A foldout leaflet that describes the six main elements of the Dutch education and training system. The six elements consist of: primary education; special education; (general) secondary education; senior secondary vocational education and general adult education; vocational courses and training for adults; and higher education. A brief description of the main categories within each level is provided.

Keywords: Netherlands; Educational system; Education; Vocational education; Vocational training; Guide

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

500

TD/INT 54.205

Key data on Dutch adult and vocational education.

[Netherlands?]: Bve Raad, [1997]. 1 p.

A handout outlining the key features of the Dutch adult and vocational education system. Information is provided in the following areas: legal aspects, numbers of institutions, tasks and responsibilities of the institutes, student numbers, percentage of the working population, types of courses, funding, facilities, government budget, turnover, number of jobs and links to other organisations.

Keywords: Netherlands; Educational system; Vocational education; Adult education

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

501

TD/INT 54.206

Notes for the study visit to Sydney.

[199-?]. Unpublished. [3] p.

The purpose of the visit was to study transfer opportunities within tertiary education and models for coordinating different educational programmes with each other. It was intended to investigate the possibility of introducing more vertical integration between secondary vocational education and higher vocational education in the Netherlands. These notes point to the specific facets of the question which were focused on.

Keywords: Netherlands; Vocational education; Educational reform; Transfer policy; Educational mobility; Articulation

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

502

TD/INT 54.207

In a nutshell.

[Hengelo]: ROC Oost-Nederland, [199-?]. 2 p.

RTC Oost-Nederland (RTC O-N) is a Regional Training Centre which offers a large number of vocational and other training courses at many different levels and for a large number of target groups. This leaflet outlines the organisation, mission, courses and contractual activities of RTC O-N.

Keywords: Netherlands; RTC O-N; RTC Oost-Nederland; Guide

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

503

TD/INT 54.208

Profile.

Hengelo: ROC Oost-Nederland, [1997?]. 2 p.

Within the framework of the Act on Education and Vocational Training a number of institutions for vocational education and training have merged into a new Regional Training Centre: RTC Oost-Nederland (RTC O-N). This leaflet outlines the creation process and mission of the new RTC. It also provides the addresses of the educational units.

Keywords: Netherlands; RTC O-N; RTC Oost-Nederland; Guide

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

504

TD/INT 54.209

Education at Damland College.

1997. Unpublished. [4] p.

In order to be able to meet the individual requirements of students and to obtain the highest possible financial and educational yields, schools have been established which provide the different types of vocational training and adult education. Damland College in Zaanstad is a fine example of a structure of this kind. By means of the division of the college into five sectors a structure, clearly recognisable to students, has been created, in which the organisational and educational advantages of collectiveness continue to make themselves felt. Because of this structure, the link between vocational and non-vocational education is easier to make. In this way the educational ideals, such as equality of opportunity and a higher profile for vocational education, can be realised. At the end of this paper a diagram of the Dutch education system is provided.

Keywords: Netherlands; Damland College; Vocational education; Vocational training; Educational system

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

505

TD/INT 54.210

Information Onderwijsgroep A12.

[Netherlands?]: Centrale Directie, [1997?]. [4] p.

Onderwijsgroep A12, a regional training centre, provides the region between Utrecht and Arnhem with senior vocational education and public adult education. This information leaflet covers the management, philosophy, participating colleges, staff, facilities, students, outputs, qualifications system and curriculum.

Keywords: Netherlands; Onderwijsgroep A12; Educational reform; Educational system

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

506

TD/INT 54.211

Adult and Vocational Education Act: main outline.

[Netherlands]: Ministerie van Onderwijs Cultuur en Wetenschappen, 1996. 47 p.

The Netherlands' Adult and Vocational Education Act entered into force on 1 January 1996. It is intended to harmonise the various forms of vocational and adult training in the Netherlands. The economic progress of the country depends in part on its having a good system of vocational and adult education. The labour market requires skilled workers at the right level of competence and with the right sort of training. This act provides for a system that offers students of all different types specific individualised training.

The new law, including funding, is an important policy instrument for achieving innovation. Other important aims are to enhance the quality of vocational and adult education, to cultivate talent and to encourage companies and schools to organise activities.

Keywords: Netherlands; Legislation; Adult and Vocational Education Act; Vocational education; Adult education

ISBN: 9034633586

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Interlibrary loan.

UNEVOC

507

UNEVOC/54.01

Adelaide Institute of TAFE.

Guide book for TVE teacher education curriculum development and adaptation.

Adelaide, SA: Adelaide Institute of TAFE, 1997. 30 p.

This guide book outlines a process for TVE (technical and vocational education) teacher education curriculum development and is designed to provide assistance to all involved with the development and adaptation of curriculum in this area. This guide book is produced as a cooperative initiative by UNESCO member countries and includes summaries of their current TVE teacher training. It details steps for curriculum development and discusses issues for curriculum adaptation.

OLIMCH holds two copies

Keywords: Technical education; Vocational education; Curriculum development; Teacher training; UNESCO

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

508

UNEVOC/54.02

Council for Technical Education and Vocational Training (Nepal). (CTEVT)

Job specification and skill test.

Kathmandu, Nepal: CTEVT, 1997. 1 v.

The Job Specification and Skill Test provides the curriculum for household plumbers, level 3 in Nepal. Included is a job description, list of tasks, notes on the position and standards and technical knowledge required to meet the position requirements.

Keywords: UNEVOC; Plumbing; Nepal; Curriculum; Vocational education

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8429; Fax: +61 8 8208 8434.

509

UNEVOC/54.03

Council for Technical Education and Vocational Training (Nepal). (CTEVT)

Junior technician course in livestock production/animal health: a curriculum guide with a practical emphasis.

[Nepal?]: CTEVT, 1996. 62 p.

This document provides curriculum details of Nepal's one year JTA course in livestock production and animal health. It includes course aims and objectives, entry qualifications and the specific modules with their skills/task list and topic contents.

Keywords: UNEVOC; Curriculum; Animal husbandry; Livestock; Nepal; Vocational education

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

510

UNEVOC/54.04

Council for Technical Education and Vocational Training (Nepal). (CTEVT)

Community medicine assistant: a CTEVT curriculum guide.

Kathmandu, Nepal: CTEVT, 1996. 1 v.

This curriculum guide covers the one year Community Medicine Assistant (CMA) which is the requirement of basic level health workers. It explains the course structure, and includes tasks and knowledge for each area of study.

Keywords: UNEVOC; Nepal; Curriculum; Vocational education; Medical personnel

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8429; Fax: +61 9 8207 8434.

511

UNEVOC/54.05

Council for Technical Education and Vocational Training (Nepal). (CTEVT)

Auxiliary nurse midwife, posts SLC: curriculum guide.

Kathmandu, Nepal: CTEVT, 1997. 79p.

This curriculum guide covers the requirements of the Auxiliary Nurse Midwife (ANM) program which is designed to prepare ANMs to provide primary health care services for communities through health posts, Primary Health Centres and district hospitals of Nepal. It includes program structure and course outline including the tasks and related knowledge required.

Keywords: UNEVOC; Nepal; Curriculum; Vocational education; Medical Personnel; Nurse

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

512

UNEVOC/54.06

Djojonegoro, Wardiman.

Education and training for business and industry.

Australia Today Indonesia '94 Education Conference: "Australia and Indonesia: linking and matching education and training for industry", Jakarta, 16 June, 1994

Indonesia: Ministry of Education and Culture, 1994. 41 p.

This paper was presented at the Australia Today Indonesia '94 Education Conference "Australia and Indonesia - Linking and matching education and training for industry", held in Jakarta on 16 June 1994. Wardiman Djojonegoro, Indonesian Minister of Education and Culture overviews change occurring in Indonesia's vocational and technical (VOTEC) education and training. The links between secondary schools and VOTEC, issues surrounding public versus private sector managed training systems, a shift to development of competencies, and the LINK and MATCH policy are described.

Keywords: UNEVOC; Indonesia; Vocational education; Technical education; Conference paper; Educational development

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

513

UNEVOC/54.07

Information technologies to support the changing role of teachers and learners: toward open and flexible lifelong learning.

First Seminar of the sixth programming cycle of APEID activities: Tokyo, Japan, 11-19 December, 1997

[Tokyo?]: Japanese National Commission for UNESCO, [1998?]. 55 p.

These papers were presented at the First Seminar of the Sixth Programming Cycle of APEID activities. Each paper outlines the country's current activities in flexible delivery and educational technology. Included are two theme papers on a Southeast Asian perspective on emerging educational technologies and the changing roles of teachers and learners as a result of these technologies.

Keywords: UNESCO; UNESCO; Country paper; Australia; China; Indonesia; Japan; Korea; Malaysia; Nepal; Philippines; Thailand; Vietnam; Educational technology

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

514

UNEVOC/54.08

Fifth international conference on adult education.

Fifth international conference on adult education: Hamburg, Germany, 14-18 July 1997

[Paris?]: UNESCO, [1997?]. 64 p.

This book contains the full proceedings of the Fifth International Conference on Adult Education held in Hamburg, Germany from the 14-18 July 1997. This conference discussed issues of adult literacy, the future of adult learning, adult education developments worldwide, lifelong learning, and the impact of new technologies on adult education. Included is the Hamburg Declaration on Adult Learning and the Agenda for the Future detailing the delegates commitment to education for all.

Keywords: UNEVOC; UNESCO; Adult education; Conference paper

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

515

UNEVOC/54.09

UNESCO. Section for Technical and Vocational Education.

Training of teachers/trainers in technical and vocational education.

Paris: UNESCO, 1997. 107 p.

(UNEVOC studies in technical and vocational education, 11)

This publication contains the Final Report of the UNEVOC International Round Table on Training of Teachers/Trainers in Technical and Vocational Education held in Curitiba, Brazil from 7-10 April 1997 and selected discussion papers submitted by the participants of this event. This report alerts readers to the need for technical and professional training for teachers worldwide and that education relies on prepared and skilled teachers.

Keywords: UNEVOC; UNESCO; Technical education; Vocational education; Teacher training

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

516

UNEVOC/54.10

Bartram, John; Goldman, Sue.

Entrepreneurial skills for small business exemplar curriculum core monitoring group: report and recommendations.

[Adelaide?]: Adelaide Institute of TAFE, 1996. 25 p.

This report of the Core Monitoring Group contains recommendations and reports from the UNEVOC Monitoring Group Meeting on the Exemplar Curriculum Development of Entrepreneurial Skills for Small Business held at the Central Institute of Vocational and Technical Education, Beijing in June 1996. Country action plans for the development of generic learning materials were designed and recommendations made regarding the involvement of member states, management of the process, principles for the learning materials and Action Plan.

Keywords: UNEVOC; UNESCO; Entrepreneur; Small business; Business skill; Curriculum development; Australia; India; Pakistan; China

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

517

UNEVOC/54.11

Aung, Htay; Myint, Daw Hla Hla.

Country report: Myanmar.

Regional workshop on continuing education for professional development of TVET teachers: Manila, Philippines, 12-23 August 1996

4 p.

The regional workshop on continuing education for professional development of TVET teachers was held in Manila, Philippines from 12-23 August 1996. This paper includes details of the TVE system in Myanmar and teacher training programs.

Keywords: Vocational education; Technical education; Continuing education; Myanmar; Teacher training

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

518

UNEVOC/54.12

UNESCO. International Project on Technical and Vocational Education. (UNEVOC)

Case studies to accompany guide book for curriculum development and adaptation: submitted by members of the Technical Working Group Meeting on Technical and Vocational Education at Bhopal, India 29 Nov-6 Dec 1994.

Adelaide: Adelaide Institute of TAFE, 1994. 1 v. (various pagings)

Comprises a selection of documents provided as exemplars by UNEVOC members at the Technical Working Group Meeting at Bhopal, India. These include two templates for curriculum formats (from Australia and India) and a series of case studies outlining aspects of curriculum development (from Australia, Bangladesh, China, Malaysia, New Zealand and Pakistan).

Keywords: UNEVOC; UNESCO; Curriculum development; Vocational education; Case study

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

519

UNEVOC/54.13

UNESCO. International Project on Technical and Vocational Education. (UNEVOC)

Guide book for curriculum development and adaptation: developed by members of the Technical Working Group Meeting on Technical and Vocational Education at Bhopal, India 29 Nov-6 Dec 1994.

Adelaide: Adelaide Institute of TAFE, 1994. 40 p.

This guide book has been developed as a cooperative initiative by UNESCO member countries to provide information about the process to be followed in the development and adaptation of curriculum. It outlines stages in an exemplar process for the development of vocational curricula which can be modified to suit the need of a particular national context.

Keywords: UNEVOC; UNESCO; Curriculum development; Manual; Vocational education

AVAILABLE FROM: Open Learning and Information Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

AUSTRALIAN CAPITAL TERRITORY

520

TPP/ACT 54.01

Le Cornu, Peter.

On-line delivery with other VET providers.

The project will identify and develop arrangements by which other providers can access Internet-based learning materials developed by CIT. The project will examine how to implement the other features of online delivery, including student support, formative assessment and summative assessment. The project will examine issues of how the different provider's efforts can be recorded where several providers undertake part of the delivery. It will develop several models for cooperation between providers and test these models through actual delivery.

PROJECT STATUS: Current
Keywords: Internet; Computer assisted instruction; Information technology; Vocational education; Vocational training

PROJECT CONTACT ADDRESS: Peter Le Cornu, Canberra Institute of Technology. Ph: +61 2 6207 4073; Fax: +61 2 6207 3119. Email: peter.le.cornu@cit.act.edu.au

521

TPP/ACT 54.02

Sanguinetti, Jill; Clemons, Allie.

Investigation into the provision of part-time New Apprenticeships in traditional female industries and emerging industries and development of strategies to increase women's access to, and participation in, New Apprenticeships in these industries.

Project research will focus upon selected industry sectors with a traditionally high proportion of female employees and upon emerging industries with potential for strong labour force participation. A final report is expected in March 1999.

PROJECT STATUS: Current. Proposed completion: March 1999.
Keywords: Women; Part time employment; Apprenticeship

PROJECT CONTACT ADDRESS:
Network of Women in Further Education, Ross House, 247-251 Flinders Lane, Melbourne 3000. Ph: +61 3 9654 1327. Fax: +61 3 9654 6831.

522

TPP/ACT 54.03

Boucher, Helen; Nield, Bob.

High school to college vocational pathways.

The project will offer Year 10 students the opportunity to learn about work through a workplace education programme. This programme consists of a curriculum unit one semester in length which combines study in school with targeted work experience. In addition, the programme will prepare Year 10 students for making informed choices at college by giving them a "flavour" of vocational courses through college and site visits, shared learning activities and mentoring by selected college students.

PROJECT STATUS: Current pilot project. Completion: 2000
Keywords: Work experience; Secondary education; Career awareness; Career planning; Pilot project; Australian Capital Territory

PROJECT CONTACT ADDRESS:
Vocational Education (Schools) Section, Centrepoint Building, Tuggeranong, ACT 2900. Ph: +61 2 6205 7176. Fax: +61 2 6207 2980.

NEW SOUTH WALES

523

TPP/NSW 54.01

Ritchie, Karen.

Women, WOW and CEW.

This project is evaluating the effectiveness of "women only" access courses offered by Parkes TAFE campus. The study looks at the experiences of three groups of program participants from 1996 and 1997. The study is looking at effectiveness, solely from the viewpoint of the participants themselves, and seeks to examine the concept of evaluation and how it can be better incorporated into course structure. This study is looking at the "Work opportunities for women (WOW)" and "Career education for women (CEW)" programs from the specific context of mature age, rurally isolated women. The results of the study will be disseminated towards the end of 1998.

Proposed completion date is September 1998.

PROJECT STATUS: Current
Keywords: Rural women; Access to education

PROJECT CONTACT ADDRESS:
Access Programs, Parkes TAFE Campus, Lachlan Cluster, Western Institute of TAFE, Parkes NSW 2870. Tel: (02) 6862 8100, Fax: (02) 6862 2999, Email: karen.ritchie@tafensw.edu.au

BEST COPY AVAILABLE

QUEENSLAND

524

TPP/QLD 54.01

Chelli, Julia.

Vocational education practices in high schools.

This is a project concerning vocational education practices in secondary schools being produced for academic assessment and including the author's observations through practice teaching.

PROJECT STATUS: Proposed completion date: 16 October 1998

Keywords: Vocational education; Training; Secondary school; Student; Transition from school to work; Workplace education

PROJECT CONTACT ADDRESS: 113 Plahn Street, North Rockhampton, Queensland 4701. Ph: +61 7 4926 6247; Email: chellij@topaz.cqu.edu.au

SOUTH AUSTRALIA

525

TPP/SA 54.01

Keenihan, Chris.

Community engineering: on-site training and employment for Aboriginal people.

This projects aim is to enable Aboriginal people to sustain economic independence through a training and employment program. Trainees have the opportunity to gain and practice in their communities nationally accredited skills which equate directly to industry standards. Trainees work at construction, maintenance, repair and refurbishment of buildings in the Coorong. This project will enable an Aboriginal enterprise to employ Aboriginal people.

PROJECT STATUS: Proposed completion date: Aug 1999-Dec 1999

Keywords: South Australia; Vocational training; Aboriginal education; TD/SA 54.19

PROJECT CONTACT ADDRESS: Regency Institute of TAFE, Regency Campus, Cnr Regency Rd and Days Rd, Regency Park SA 5010. Phone: +61 8 8380 5345; Fax: +61 8 8380 5345; Email: chris.keenihan@regency.tafe.sa.edu.au

TASMANIA

526

TPP/TAS 54.01

Falk, Ian; Kilpatrick, Sue; Owen, Christine; Williamson, John.

Policy advice.

This ANTA funded project aims to provide advice on matters relating to VET for regional Australia to the appropriate government and non-government bodies and the media.

PROJECT STATUS: Ongoing

Keywords: Tasmania; Vocational education; Vocational training; Educational policy; Training policy

PROJECT CONTACT ADDRESS: Centre for Research & Learning in Regional Australia, PO Box 1214, Launceston, Tasmania 7250, Australia. Ph: +61 3 6324 3124; Fax: +61 3 6324 3040; http://www.educ.utas.edu.au/CRLRA/ (accessed July 1998).

527

TPP/TAS 54.02

Falk, Ian; Kilpatrick, Sue; Owen, Christine; Williamson, John.

Statistical profile and training implications.

The purpose of this ANTA funded research will be to develop a profile of changing occupational structures, skill requirements and VET activity in regional Australia. It will collate existing data (e.g. statistics from ABS, NCVER and other government departments) to identify the characteristics of regions, and towns in terms of changing occupational structures, over-supply and shortages of skills, kind of VET activity, indicators of literacy and so on.

This research will begin to address the following research questions and feed into the Centre's position on the following:

What is the nature of regional Australia? How is it different from urban Australia? How do we define regional Australia? What expertise is required in regional Australia that is different from that required in urban Australia?

One purpose of this research is to be able to demonstrate some of the many aspects unique to regional Australia and to provide a sound basis for the Centre to comment on training, funding, interventions and policy with respect to regional Australia. The project will also inform others be being able to identify regions with particular characteristics and "litmus" towns for closer investigation in other areas of VET research.

PROJECT STATUS: Ongoing

Keywords: Australia; Regional; Vocational education; Vocational training; Statistics; Strategic planning; Skill development; Training needs

PROJECT CONTACT ADDRESS: Centre for Research & Learning in Regional Australia, PO Box 1214, Launceston, Tasmania 7250, Australia. Ph:+61 3 6324 3124; Fax: +61 3 6324 3040; http://www.educ.utas.edu.au/CRLRA/ (accessed July 1998).

528

TPP/TAS 54.03

Williamson, John.

East Coast evaluation.

This project is funded by ANTA and by the Beacon Foundation.

The Beacon Careers Programme is a private sector initiative aimed at providing solutions to the problem of youth unemployment. This particular employment activity is based in the north-east of Tasmania and will involve both on-the-job work in the aquaculture industry and also training in the Certificate of Aquaculture.

The Centre for Research & Learning in Regional Australia (CRLRA) would be involved in the evaluation of all aspects of the Beacon careers initiative: from policy formation and implementation through to workplace training. Particular attention will be paid to the progress of trainees, their participation in training and the skills acquired. In addition, the policy making framework of the innovation, including the implementation, will be evaluated.

PROJECT STATUS: Ongoing
Keywords: Tasmania; Youth; Youth unemployment; Aquaculture; On-the-job training

PROJECT CONTACT ADDRESS:
Centre for Research & Learning in Regional Australia, PO Box 1214,
Launceston, Tasmania 7250, Australia.
Ph: +61 3 6324 3124; Fax: +61 3 6324 3040;
http://www.educ.utas.edu.au/CRLRA/
(accessed July 1998).

529

TPP/TAS 54.04
Owen, Christine; Williamson, John.

School-to-work in small towns.

This ANTA funded research will examine differences between regional and urban Australia and the contexts in which school-to-work programs are operating. For example, to what degree do regional and small towns provide opportunities for acquiring competencies that may or may not be available in some sectors of urban Australia? On the one hand, the experiences of students of VET programs in regional Australia may be more limited. On the other hand, anecdotal evidence suggests that schools in regional areas have much closer linkages with their community and that students learn many skills in these community centred activities.

PROJECT STATUS: Ongoing
Keywords: Australia; Regional; Transition from school to work; Educational opportunity; Access to education

PROJECT CONTACT ADDRESS:
Centre for Research & Learning in Regional Australia, PO Box 1214,
Launceston, Tasmania 7250, Australia.
Ph: +61 3 6324 3124; Fax: +61 3 6324 3040;
http://www.educ.utas.edu.au/CRLRA/
(accessed July 1998).

530

TPP/TAS 54.05
Kilpatrick, Sue; Falk, Ian.

Relationship between small business and social capital in a community.

The aims of this ANTA funded project are:

1) to analyse the ways in which small businesses and their local communities interact with each other so as to identify two sets of indicators of social capital formation: Process indicators (how social capital is built through community learning) and Outcome indicators (what are the outcomes of social capital building (community learning)?).

2) to estimate the value of the contribution of small businesses to their local communities, beyond the economic contribution of the business.

A small community will be identified. The small businesses in that community will be surveyed and interviewed to establish the patterns of local interactivity. The results will be analysed using NUDIST and statistical procedures to establish categories and rankings for process and outcome indicators. Estimates of the value of the contribution of small business interactivity to the community will be made. The estimated value will be based on the commercial value of voluntary inputs of time and services to the community, and of other activities such as training employees and vocational students.

PROJECT STATUS: Ongoing
Keywords: Australia; Small business; Community; Learning process; Economic factor

PROJECT CONTACT ADDRESS:
Centre for Research & Learning in Regional Australia, PO Box 1214,
Launceston, Tasmania 7250, Australia.
Ph: +61 3 6324 3124; Fax: +61 3 6324 3040;
http://www.educ.utas.edu.au/CRLRA/
(accessed July 1998).

531

TPP/TAS 54.06
Kilpatrick, Sue; Owen, Christine.

Training brokers.

This ANTA funded project will examine case studies of approximately five different models of third party facilitation between training providers and their clients. The emphasis will be on third parties that facilitate access to training for clients in rural and remote areas.

The report Effective Delivery Methodologies for Education and Training to Rural Australia identified a need for third party training brokers. This recommendation is compatible with one of the principles of flexible delivery endorsed by MINCO: developing effective client/provider relationships.

This project will include case studies of such local communities as well as other models of training brokers. The range of models operating in Australia, and sites for the case studies, will be identified in the first phase of the project.

The second phase will involve a survey of all stakeholders in the local areas, including students, providers, employers, potential students, community organisation and industry training boards.

The third phase will analyse the data and identify the features of effective training brokers.

PROJECT STATUS: Ongoing
Keywords: Australia; Training provider; Delivery system; Model; Access to education; Training programme; Participation

PROJECT CONTACT ADDRESS:
Centre for Research & Learning in Regional Australia, PO Box 1214,
Launceston, Tasmania 7250, Australia.
Ph: +61 3 6324 3124; Fax: +61 3 6324 3040;
http://www.educ.utas.edu.au/CRLRA/
(accessed July 1998).

532

TPP/TAS 54.07

Value of VET.

Economic theory has long recognised that there are social returns to education and training, and that these returns extend beyond returns to the individual. The social returns to education and training have traditionally been measured as the value of the wages earned by those with education and training over the value of wages of an unskilled worker.

Introductory textbooks such as McTaggart (1995) acknowledge that there are non-wage returns to society from education and training, including VET. These returns include a safer, more law-abiding society, better government through better educated leaders and a vibrant arts culture.

This ANTA funded project attempts to place a value on these non-wage returns to vocational education and training by a case study of one rural location. It will be informed by the Centre for Research and Learning in Regional Australia's work on the development of social capital, which it is suggested is a non-wage outcome of education and training which occurs through further learning.

PROJECT STATUS: Ongoing
Keywords: Australia; Vocational education; Vocational training; Evaluation; Outcome of education; Economics of education; Investment; Training employment relationship

PROJECT CONTACT ADDRESS:
Centre for Research & Learning in Regional Australia, PO Box 1214,
Launceston, Tasmania 7250, Australia.
Ph: +61 3 6324 3124; Fax: 61 3 6324 3040;
http://www.educ.utas.edu.au/CRLRA/
(accessed July 1998).

533

TPP/TAS 54.08
Owen, Christine.

Para-professional on-going training.

It is suggested that it is the professions that are restructuring societies and that skilled work will be among the fastest growth sectors over the next ten years. An array of competent professional people is central to the economic growth or decline of regional Australia. This research will examine changes occurring within key professional and paraprofessional occupations to:

compare the profile of professional occupations in regional Australia and urban Australia;

to identify the ongoing training and development needs of professional and paraprofessional people to identify existing and potential strategies to address skills requirements without disrupting communities.

PROJECT STATUS: Ongoing
Keywords: Australia; Skill development; Vocational training; Training needs; Labour market

PROJECT CONTACT ADDRESS:
Centre for Research & Learning in Regional Australia, PO Box 1214,
Launceston, Tasmania 7250, Australia.
Ph: +61 3 6324 3124; Fax: +61 3 6324 3040;
http://www.educ.utas.edu.au/CRLRA/
(accessed July 1998).

534

TPP/TAS 54.09
Felmingham, Bruce; Kilpatrick, Sue.

Inter-industry labour mobility.

To explain why the Australian population is shifting from Tasmania, South Australia and Victoria to Queensland, Western Australia and New South Wales testing the proposition that interstate migration is determined jointly with inter industry labour mobility. The study will indicate the loss of cultural diversity for regions and provide input into future population policy.

PROJECT STATUS: Ongoing
Keywords: Labour market; Labour mobility; Industry

PROJECT CONTACT ADDRESS:
Centre for Research & Learning in Regional Australia, PO Box 1214,
Launceston, Tasmania 7250, Australia.
Ph: (03) 6324 3124; Fax: (03) 6324 3040;
http://www.educ.utas.edu.au/CRLRA/
(accessed July 1998).

535

TPP/TAS 54.10
Kilpatrick, Sue.

Why do farmer and expert perceptions of training needs differ?

This project was funded by the Rural Industry Research and Development Corporation (RIRDC). Its aim is to make recommendations on the structure and delivery of marketing and management training for male and female farmers by analysing interview data in conjunction with data on expert perceptions of training needs and findings on effective delivery methodologies.

PROJECT STATUS: Ongoing
Keywords: Farmer; Training needs; Agricultural training; Farm management

PROJECT CONTACT ADDRESS:
Centre for Research & Learning in Regional Australia, PO Box 1214,
Launceston, Tasmania 7250, Australia.
Ph: (03) 6324 3124; Fax: (03) 6324 3040;
http://www.educ.utas.edu.au/CRLRA/
(accessed July 1998).

536

TPP/TAS 54.11

Models of collaborative learning.

The two aims of this project are to:

- establish a database of research and theoretical publications in the area of collaborative, cooperative, computer-mediated, collective, community, group, team and organisational learning, and;
- prepare a literature review and develop a set of indicators of the above terms to inform other Centre for Research & Learning in Regional Australia projects.

PROJECT STATUS: Ongoing
Keywords: Learning process; Teaching method; Model; Data base

PROJECT CONTACT ADDRESS:
Centre for Research & Learning in Regional Australia, PO Box 1214,
Launceston, Tasmania 7250, Australia.
Ph: (03) 6324 3124; Fax: (03) 6324 3040;
http://www.educ.utas.edu.au/CRLRA/
(accessed July 1998).

537

TPP/TAS 54.12
Owen, Christine.

Audit of regional and rural industry learning priorities.

This project aims to identify the priorities of peak industry bodies, regional groups and unions in terms of the theme - changing nature of work. These groups will be surveyed to obtain their sense of what they need to learn, what innovations are required and the challenges and opportunities facing each industry sector. The survey process will be guided by national and international trends identified in the workplace learning, organisational development and organisational change literature. One key proposed aim of this project would be to inform peak bodies of the Centre for Research & Learning in Regional Australia's activities in a way that immediately and constructively involves them in the Centre's research.

PROJECT STATUS: Ongoing
Keywords: Employment; Training needs; Social change; Organisational change; Organisational development

PROJECT CONTACT ADDRESS: Centre for Research & Learning in Regional Australia, PO Box 1214, Launceston, Tasmania 7250, Australia. Ph: (03) 6324 3124; Fax: (03) 6324 3040; http://www.educ.utas.edu.au/CRLRA/ (accessed July 1998).

538

TPP/TAS 54.13

Survey of existing research: changing nature of work.

The aim of the project is to identify past, current and planned research undertaken in academic institutions and other organisations conducting research on the key theme - changing nature of work - with specific reference to regional Australia. A key outcome of the project would be to generate an understanding of patterns of research within the theme and to identify significant gaps within the research fabric. A further outcome would be to ensure that researchers are aware of the related research activities of others.

PROJECT STATUS: Ongoing
Keywords: Employment; Training needs; Social change; Organisational change; Organisational development

PROJECT CONTACT ADDRESS: Centre for Research & Learning in Regional Australia, PO Box 1214, Launceston, Tasmania 7250, Australia. Ph: (03) 6324 3124; Fax: (03) 6324 3040; http://www.educ.utas.edu.au/CRLRA/ (accessed July 1998).

539

TPP/TAS 54.14

Owen, Christine.

Learning in workplaces of the future.

This project was funded by Woolworths and aims to develop and evaluate the implementation of a model of workplace learning that uses electronic learning as one of its key elements. The project will use an action research methodology to work collaboratively with staff to define the strengths and weaknesses of the current classroom-based training model for one workplace training program and a range of different elements. These will include comparisons of a traditional classroom-based approach with the electronic learning approach; the impact of organisational culture and store structure on the transfer and uptake of training; whether support mechanisms such as electronic e-mail support department managers in their skills development better than a group of managers within a store or no follow-up at all.

PROJECT STATUS: Ongoing
Keywords: Employment; Training needs; Social change; Organisational change; Organisational development; Learning process; Workplace education

PROJECT CONTACT ADDRESS: Centre for Research & Learning in Regional Australia, PO Box 1214, Launceston, Tasmania 7250, Australia. Ph: (03) 6324 3124; Fax: (03) 6324 3040; http://www.educ.utas.edu.au/CRLRA/ (accessed July 1998).

540

TPP/TAS 54.15

Williamson, John.

Early rural school leavers at risk: VET or unemployment.

This project is funded by Charles Sturt University and the University of Technology, Sydney. This project will examine the school-to-work transition experiences of early school leavers with particular emphasis on the role played by VET and other service providers in the transition process. This study is part of a larger cooperative project designed to explore issues in a number of regional contexts.

PROJECT STATUS: Ongoing
Keywords: Australia; Regional; Student attrition; Dropout; Transition from school to work

PROJECT CONTACT ADDRESS: Centre for Research & Learning in Regional Australia, PO Box 1214, Launceston, Tasmania 7250, Australia. Ph: (03) 6324 3124; Fax: (03) 6324 3040; http://www.educ.utas.edu.au/CRLRA/ (accessed July 1998).

541

TPP/TAS 54.16

Williamson, John.

School to work transition.

Initial discussions have been held with representatives from the Beacon Foundation, DECCD and several schools to explore issues related to transfer from the world-of-school to the world-of-work. It is intended that a project involving case studies of best practice will be developed.

PROJECT STATUS: Ongoing
Keywords: Transition from school to work; Best practice; Case study

PROJECT CONTACT ADDRESS: Centre for Research & Learning in Regional Australia, PO Box 1214, Launceston, Tasmania 7250, Australia. Ph: (03) 6324 3124; Fax: (03) 6324 3040; http://www.educ.utas.edu.au/CRLRA/ (accessed July 1998).

542

TPP/TAS 54.17

Owen, Christine; Williamson, John.

School to work: collaborative learning and working.

This project aims to test a model of collaborative work practice in two contexts: the school and the workplace. The research will explore similarities and differences in the cooperative/collaborative ways of working and learning in differing contexts and situations. This research is important because the findings can be used in the development of group skill teaching strategies for school teachers and trainers in workplaces to assist with vocational education programs.

PROJECT STATUS: Ongoing
Keywords: Transition from school to work; Learning process; Workplace education; Skill development; Vocational education

PROJECT CONTACT ADDRESS: Centre for Research & Learning in Regional Australia, PO Box 1214, Launceston, Tasmania 7250, Australia. Ph: (03) 6324 3124; Fax: (03) 6324 3040; http://www.educ.utas.edu.au/CRLRA/ (accessed July 1998).

543

TPP/TAS 54.18

Kilpatrick, Sue.

Impact of farmer collaborative learning: impact of farmer training programs on farm communities.

This project aims to analyse interactions between farm businesses that are members of an education group, including tracking the use made of a new piece of knowledge introduced into the group. This is part of a project developing indicators for learning communities particularly indicators of productive interaction and indicators of interaction with a shared purpose. The project is analysing the quantity and quality of interactions between groups of organisations which are part of the learning community and between the learning community and outside groups and organisations.

PROJECT STATUS: Ongoing
Keywords: Farmer; Learning process; Rural training; Communication

PROJECT CONTACT ADDRESS:
Centre for Research & Learning in Regional Australia, PO Box 1214, Launceston, Tasmania 7250, Australia. Ph: (03) 6324 3124; Fax: (03) 6324 3040; http://www.educ.utas.edu.au/CRLRA/ (accessed July 1998).

NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH

544

TPP/TNC 54.01
Campbell, Annie.

PNG National Trade Testing and Certification (NTTC) project.

This project aims to strengthen Papua New Guinea's National Trade Testing Certification (NTTC) system so that it can effectively and efficiently test and certify the competency of workers at all three levels of testing.

PROJECT STATUS: Completion date: December 2001
Keywords: Papua New Guinea; PNG; Competency; Assessment; Testing

PROJECT CONTACT ADDRESS:
National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

545

TPP/TNC 54.02
Robinson, Chris.

Indonesia Australia partnership in skills development program.

This project aims to provide Australian training expertise to assist Indonesia to develop its own job standards, training materials and assessment procedures.

PROJECT STATUS: Completion date: 2002
Keywords: Indonesia; Training programme; Training exchange; Training material; Training evaluation; Assessment

PROJECT CONTACT ADDRESS:
National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

546

TPP/TNC 54.03
Campbell, Annie.

Teacher satisfaction survey analysis.

This project was commissioned by the NSW TAFE - Community Services, Health, Tourism and Hospitality Division.

The purpose of this project was to assist with the design of a survey into teacher satisfaction, and then to collate and analyse the survey findings.

PROJECT STATUS: Completed 1998
Keywords: Survey; Data collection; Data analysis; Teacher

PROJECT CONTACT ADDRESS:
National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

547

TPP/TNC 54.04
Campbell, Annie.

Research and development: issues papers for adult and community education.

The National Centre for Vocational Education Research (NCVER) will produce four issues papers concerning aspects of adult and community education (ACE), followed by a fifth paper which will synthesise the results of the four papers and is directed specifically at policy makers and practitioners. The four aspects to be addressed by the issues papers are: Lifelong learning and ACE; Widening participation in ACE; Supply and demand in ACE; and Community in ACE.

PROJECT STATUS: Completion date: October 1998
Keywords: Lifelong learning; Adult education; Community education; Participation

PROJECT CONTACT ADDRESS:
National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

548

TPP/TNC 54.05
Campbell, Annie.

Transitional pathways from schooling to work and training.

This project examines and reports on existing transitional pathways between school and training and work in order to provide a comprehensive picture of what happens to young people when they leave school.

PROJECT STATUS: Completion date: May 1998
Keywords: Transition from school to work; Secondary school; Training; Work

PROJECT CONTACT ADDRESS:
National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

549

TPP/TNC 54.06
Campbell, Annie.

National ITAB VET data analysis.

Analysis of apprentice and trainee data for industry coverage areas, including state/territory analysis using the Australian Vocational Education and Training Management Information and Statistical Standard (AVETMISS).

PROJECT STATUS: Completion date: July 1998
Keywords: Australian Vocational Education and Training Management Information and Statistical Standard; AVETMISS; Data collection; Data analysis; Apprenticeship; Traineeship; Industry

PROJECT CONTACT ADDRESS: National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

550

TPP/TNC 54.07

Campbell, Annie.

Teacher satisfaction survey analysis.

This project was commissioned by the NSW TAFE Business and Administration Educational Services Division (ESD).

The purpose of this project was to collate and analyse the findings of a survey conducted by TAFE Educational Services Division.

PROJECT STATUS: Completion date: July 1998

Keywords: Survey; Data collection; Data analysis; Teacher

PROJECT CONTACT ADDRESS: National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

551

TPP/TNC 54.08

Ball, Katrina.

VET data analysis and projections for National ITAB Strategic Plan 1998-2005.

This project involves the analysis of National Centre for Vocational Education Research (NCVER) data and other data for the construction industry, including state/territory analysis and national projections of occupational demand/supply.

PROJECT STATUS: Completion date: July 1998

Keywords: Data analysis; Construction industry; National plan; Planning; National planning

PROJECT CONTACT ADDRESS: National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

552

TPP/TNC 54.09

Campbell, Annie.

Indigenous education strategic initiatives program.

This project will identify, develop and disseminate the elements of best practice that can come together to improve the learning outcomes of Indigenous students in short periods of time through concerted efforts in the vocational education and training (VET) sector. The project is jointly managed by the National Centre for Vocational Education Research (NCVER) and Yunggorendi, the First Nations Centre for Higher Education and Research.

PROJECT STATUS: Completion date to be determined

Keywords: Vocational education; Training; Aboriginal education; Aboriginal student; Access to education; Outcome of education; Best practice

PROJECT CONTACT ADDRESS: National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

553

TPP/TNC 54.10

Campbell, Annie.

New South Wales teachers satisfaction survey: construction and transport educational services division.

The purpose of this project was to assist with the design of a survey into teacher satisfaction, and then to collate and analyse the survey findings.

PROJECT STATUS: Completion date: July 1998

Keywords: Survey; Data collection; Data analysis; Teacher

PROJECT CONTACT ADDRESS: National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

554

TPP/TNC 54.11

Knight, Brian.

Retesting of community provider statistics systems.

The aim of the project is to ensure that issues identified in the initial testing of the software have been addressed by the software developers and that software packages used by community based providers for the Adult, Community and Further Education (ACFE) Board's statistical collection meet the ACFE Board's 1998 statistical collection requirements, which includes the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).

PROJECT STATUS: Completing date: August 1998

Keywords: Adult, Community and Further Education; ACFE; Statistics; Statistical analysis; Computer software evaluation; Australian Vocational Education and Training Management Information Statistical Standard; AVETMISS

PROJECT CONTACT ADDRESS: National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

555

TPP/TNC 54.12

Clancy, Phil.

Specialist consultancy services for data audit of Queensland competitive purchasing.

The National Centre for Vocational Education Research (NCVER), as consultants, will undertake professional assessment of: the accuracy and quality of data against specified benchmarks; and the adequacy of systems and processes to achieve specified data quality benchmarks. Forums will be established at the provider level to foster the identification and implementation of best practice quality systems and processes.

PROJECT STATUS: Completion date: August 1998

Keywords: Consultant; Data analysis; Quality

PROJECT CONTACT ADDRESS: National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

556

TPP/TNC 54.13

Thomson, Peter.

Survey of assessment methods currently being used in the VET sector.

Despite growing interest in assessment and its important place in the National Training Framework (NTF), little is know about the assessment methods that are being used across the vocational education and training (VET) sector. This project will look at: the effectiveness of each method in providing valid evidence about performance; and the frequency with which different methods are used across the sector by training provider colleges (public and private) and within industry/enterprises, and what the reasons are for variations in levels of use.

PROJECT STATUS: Completion date: December 1998

Keywords: Assessment; Vocational education; Training; Performance appraisal

PROJECT CONTACT ADDRESS:
National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

557

TPP/TNC 54.14

Ball, Katrina.

Outcomes achieved by VET graduates.

This study will use unit record data from the 1997 TAFE Graduate Destination Survey and 1993 TAFE Graduate Destination Survey to examine the outcomes achieved by different groups of trainees/students with a view to developing strategies to improve the success rates from training undertaken by early school leavers, Indigenous people, female trainees/students, people from rural/non-metropolitan areas, people whose first language is nor English and people with disabilities.

PROJECT STATUS: Completion date: June 1999

Keywords: Outcome of education; Vocational education; Training; Secondary school; Industry; Student; Trainee; School leaver; Employment

PROJECT CONTACT ADDRESS:
National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

558

TPP/TNC 54.15

Gibb, Jennifer.

Investigation of how to apply the philosophy of quality management to the process of learning and identify the implications this has for life long education.

The purpose of this project is to build on the findings of the National Centre for Vocational Education Research project (TPP/TNC 51.07) which is investigating what impact implementation of quality systems is having on teaching/learning. The project will look at ways in which the body of literature related to the philosophy of quality can be applied to the vocational education and training (VET) learning environment. Lessons from the body of literature will be drawn together as well as lessons from how quality is being implemented in the classroom/learning environment in schools and training organisations. Examples of leading practice will be investigated with a view to developing a guide for teachers on how to implement quality in a learning environment.

PROJECT STATUS: Completion date: June 1999

Keywords: Quality; Learning; Lifelong learning; Learning process

PROJECT CONTACT ADDRESS:
National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

559

TPP/TNC 54.16

Gibb, Jennifer.

Evaluation of how current approaches to delivery of VET meet the needs of a VET system that is committed to making life long learning a reality.

This project seeks, by building on current research, to investigate the implications for the process of learning, rather than the content of education and training, of making lifelong learning a reality for the full range of Australia's citizens. In particular the project will focus on whether current approaches to learning and the models that are inherent in open, flexible, distance as well as classroom delivery are consistent with the goals of lifelong learning and whether staff have the skills necessary for supporting adults in their learning.

PROJECT STATUS: Completion date: June 1999

Keywords: Lifelong learning; Vocational education; Training; Delivery system

PROJECT CONTACT ADDRESS:
National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

560

TPP/TNC 54.17

Misko, Josie.

Developing strategies to deal with CBT problems in Australia.

This project will gather information on the perceived benefits and disadvantages of the competency based training (CBT) approach to training within trade and professional areas within the vocational education and training (VET) sector. In addition, guidelines will be developed for the extent to which CBT is a realistic delivery mode for the delivery of skills, knowledge and attitudes.

PROJECT STATUS: Completion date: June 1999.

Keywords: Competency based training; CBT; Vocational education; Training; Delivery system; Teaching; Teacher; Educational system; Assessment; Competency based assessment

PROJECT CONTACT ADDRESS:
National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

561

TPP/TNC 54.18

Ball, Katrina.

Demand and supply of skills in Australia.

This study will research whether the stock of Vocational education and training (VET) skills is adequate to meet the needs of industry by considering the benefits and problems inherent in existing methodologies and data sources and propose a methodology if appropriate.

PROJECT STATUS: Completion date: December 1998
Keywords: Vocational education; Training; Skill; Skill analysis; Assessment; Industry

PROJECT CONTACT ADDRESS:
National Centre for Vocational Education Research, 252 Kensington Road,
Leabrook SA 5068. Ph: +61 8 8333 8400;
Fax: +61 8 8331 9211.

562

TPP/TNC 54.19
Ball, Katrina.

International comparisons and VET.

International comparisons of vocational education and training (VET) are problematic because of differences in the data collection and classification indicators and methodologies between Australia and the Organisation for Economic Co-operation and Development (OECD). This study will consider available indicators and methodologies that could be usefully developed to allow meaningful international comparisons to be made.

PROJECT STATUS: Completion date: December 1998
Keywords: Vocational education; Training; Qualifications; Outcome of education; Data collection; Classification

PROJECT CONTACT ADDRESS:
National Centre for Vocational Education Research, 252 Kensington Road,
Leabrook SA 5068. Ph: +61 8 8333 8400;
Fax: +61 8 8331 9211.

563

TPP/TNC 54.20
Misko, Josie.

Outcomes from VET in schools.

Little evaluation has been undertaken of the effectiveness of the vocational education and training in schools program in terms of learning experiences, employment outcomes and other social benefits. The National Centre for Vocational Education Research (NCVER) will work with the network to explore evaluation mechanisms and will undertake the research necessary to put in place an evaluation procedure and evaluate the program. Surveys of students and teachers participating in the program will be conducted.

PROJECT STATUS: Completion date: June 2001
Keywords: Vocational education; Training; Outcome of education; Secondary school; Student; Evaluation

PROJECT CONTACT ADDRESS:
National Centre for Vocational Education Research, 252 Kensington Road,
Leabrook SA 5068. Ph: +61 8 8333 8400;
Fax: +61 8 8331 9211.

564

TPP/TNC 54.21
Ball, Katrina.

Occupational shifts and new apprenticeship training.

The aim of the project is to assess the impact that occupational shifts of the past decade have had on the training of apprentices and trainees with a view to assessing factors likely to influence the demand for the training of new apprentices. The analysis will discuss the effect of structural change such as recent trends towards part time/casual employment in service industries. The study will then use occupational forecasts to discuss the likely effect of these developments on the future training of new apprentices. A number of scenarios will be explored in line with recent occupational changes.

PROJECT STATUS: Completion date: March 1999
Keywords: Apprenticeship; Training; Occupational change; Occupational choice; Employment

PROJECT CONTACT ADDRESS:
National Centre for Vocational Education Research, 252 Kensington Road,
Leabrook SA 5068. Ph: +61 8 8333 8400;
Fax: +61 8 8331 9211.

NATIONAL RESEARCH & EVALUATION COMMITTEE

565

TPP/NREC 54.01
Harris, Roger.

Building workplace pedagogies: the role of workplace trainers/mentors in business environments.

One of the most significant outcomes of the training reform that has taken place over the past decade has been the (re)claiming of the workplace as a legitimate learning environment. In line with the move to de-institutionalise training, the role of the workplace trainer has become increasingly important in the provision of relevant and cost-effective training. The critical issue is to what extent workplace trainers/mentors in small enterprises are ready, willing and able to fulfil this role. This project will investigate:

- how the twin roles of business operator and workplace mentor are conceptualised and reconciled in practice within small enterprises;
- what knowledge, skills and attributes are required by workplace mentors in small, medium and large enterprises and how these compare with the competencies that are embedded in the Workplace Trainer Category I standards;
- how these competencies might be developed;
- what structures and policies will be required to ensure this occurs.

PROJECT STATUS: This project will commence in late April 1998 and will conclude in late February 1999.
Keywords: Workplace education; On-the-job training; Learning process; Mentor; Trainer; Professional knowledge

PROJECTS IN PROGRESS—NREC

PROJECT CONTACT ADDRESS: Dr Roger Harris, Director, CREEW, University of South Australia, Holbrooks Rd, UNDERDALE 5032

566

TPP/NREC 54.02

Callus, Ron.

How the emerging national training market is being affected by the forces of globalisation and current VET institutional arrangements.

This project will investigate the impact of globalisation and VET institutional arrangements on the emerging national training market. The objectives of the project are:

- investigate how the forces of globalisation and current VET institutional arrangements are affecting the emergence of a national training market in Australia today;
- in particular, investigate the impact these forces are having on the operation of a national training market in particular occupations within particular industries at the level of local labour markets;
- investigate, how, if at all, policies directed at establishing a national training market can be refined to address more effectively the twin challenges of globalisation and current VET institutional arrangements.

PROJECT STATUS: This project will commence in May 1998 and will conclude in February 1999.

Keywords: Training market; Training provider; Educational policy

PROJECT CONTACT ADDRESS: Assoc. Prof. Ron Callus, Director, Australian Centre for Industrial Relations Research and Training, Institute Building (HO3), University of Sydney NSW 2006. Ph: +61 2 9351 5626; Fax: +61 2 9351 5615; Email: ronc@econ.usyd.edu.au

567

TPP/NREC 54.03

Cotton, Lindsay.

Evaluation of the contribution of competency-based assessment procedures.

The objective is to address the overall question: In what ways has competency based assessment contributed to VET in Australia? Through the application of a custom-designed model this research will evaluate the effectiveness of competency based assessment for a range of stakeholders. This evaluative framework will establish criteria to enable judgements to be made concerning the perceived value of competency based assessment to these stakeholders. Such judgements will then provide a basis for identifying areas for improvement and determining appropriate strategies to address such areas.

PROJECT STATUS: This project will commence in May 1998 and will conclude in October 1999.

Keywords: Evaluation; Competency based assessment; Teaching method

PROJECT CONTACT ADDRESS: Lindsay Cotton, Co-Director, Centre for Vocational Assessment Research (CVAR), Sydney Office, PO Box 5199, WEST CHATSWOOD NSW 2057. Ph: +61 2 9413 0807; Fax: +61 2 9412 4451

568

TPP/NREC 54.04

Anderson, Damon.

Impact and consequences of market reform in the vocational education and training sector.

The main purpose of the project is to research, document and evaluate the impact and consequences, both intended and unintended, of market reforms in the Australian VET sector from provider and client perspectives. To this end, the project will aim to:

- examine the structure, functions and operations of markets in VET at a micro level with a special emphasis on the interaction of demand and supply and its effects, and;
- explore the relationship between official policy discourse and associated market frameworks and the actual experience and impact of markets in VET from provider and client perspectives.

PROJECT STATUS: This project will commence in August 1998 and will conclude in June 1999.

Keywords: Vocational education; Vocational training; Training market; Labour market

PROJECT CONTACT ADDRESS: Damon Anderson, Research Fellow, Centre for the Economics of Education and Training, Faculty of Education, Monash University, CLAYTON VIC 3168. Ph: +61 3 9905 9193; Fax: +61 3 9905 9184; Email: damon.anderson@education.monash.edu.au

569

TPP/NREC 54.05

Malley, Jeff.

Analysis of the implementation of vocational education and training within Australian school systems.

This project is an analysis of the implementation of vocational education and training with the Australian school system. It will address the key issues of:

- identifying and defining vocational education and training provision in schools;
- identifying the existing range of research and investigation activities on VET in schools;
- ensuring useful outcomes, which are targeted, to specific audiences and their needs.

PROJECT STATUS: This project will commence in June 1998 and will conclude in June 1999.

Keywords: Vocational education; Vocational training; School; Planning of training; Educational reform

PROJECT CONTACT ADDRESS: Jeff Malley, Project Manager, The Australian Council for Educational Research, Private Bag 55, Camberwell VIC 3124. Ph: +61 3 9277 5649; Fax: +61 3 9277 5500; Email: malley@acer.edu.au

570

TPP/NREC 54.06

Figgis, Jane.

Marketing VET research.

This project aims to attain a clear understanding of the information needs and preferred dissemination approaches of the key stakeholders described in the national research and dissemination strategy. In addition, the collection of examples of good practice in dissemination will be used to advise product design and dissemination approaches.

PROJECT STATUS: This project will commence in June 1998 and will conclude in August 1998.

Keywords: Vocational education;

Vocational training; Educational research; Marketing; Best practice; Strategic planning

PROJECT CONTACT ADDRESS: Jane Figgis, AAAJ Consulting Group Pty Ltd, PO Box 1020, SUBIACO WA 6008. Ph: +61 8 9284 7477; Fax: +61 8 9284 7478; Email: jfiggis@onaustralia.com.au

---

NEW ZEALAND

571

TPP/NZ 54.01

Meiklejohn, Russell.

Employer satisfaction (pilot).

The objectives for this project are:

1. To summarise the literature and research related to employer expectations of tertiary graduates.
2. To develop and trail a methodology appropriate for carrying out ongoing evaluation of employer satisfaction with Auckland Institute of Technology (AIT) graduates.
3. To identify the graduate attributes valued by employers of AIT graduates.
4. To identify levels of employer satisfaction with AIT graduates.
5. To make recommendations regarding graduate attributes that should be included in AIT curricula.

PROJECT STATUS: Ongoing

Keywords: New Zealand; Relevance of education; Survey; Employer; Quality; Learning process; Attitude; Evaluation

PROJECT CONTACT ADDRESS: Russell Meiklejohn, The Research Office, Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand. Ph: +64 9 307 9999 extn 6031; Fax: +64 9 307 9792; Email: russell.meiklejohn@ait.ac.nz

BEST COPY AVAILABLE

INDEXES – TITLE INDEX

This index is arranged in alphabetical order. The numbers are the running numbers of the individual entries.

1996 Western Australian graduate satisfaction and destination survey, Western Australia. 259
1997 Annual report. 001
1997 annual report: Adelaide Institute of TAFE. 085
1997 TAFE graduate destination survey: state report: New South Wales, October 1997. 234
1997 TAFE graduate destination survey: state report: Queensland, October 1997. 236
1997 TAFE graduate destination survey: state report: South Australia, October 1997. 231
1997 TAFE graduate destination survey: state report: Tasmania, October 1997. 232
1997 TAFE graduate destination survey: state report: Victoria, October 1997. 237
1997 TAFE graduate destination survey: state report: Western Australia, October 1997. 235
1997 TAFE graduate destination survey: territory report: Australian Capital Territory, October 1997. 238
1997 TAFE graduate destination survey: territory report: Northern Territory, October 1997. 233
1998 Tasmanian vocational education and training plan. 098
1999 priority education and training program: tender documentation. 248

ABC of vocational education and training. 274
Academic and vocational preferences of Nigerian secondary school students: a challenge to policy makers. 475
ACT training plan. 007
Administrative guidelines: indigenous education strategic initiatives program (IESIP) third triennium 1997-1999. 157
Adult and Vocational Education Act: main outline. 506
Agricultural education and social security of orphans and unwanted children in Russia. 346
Alternatives to universities. 492
Analysis of the implementation of vocational education and training within Australian school systems. 569
Annual report 1996-97. 270
Annual report 1997. 289
APL handbook. 489
Applying the key competencies in the public sector. 264
Apprenticeships and traineeships: Victorian trends. 243
APSDEP strategic plan 1992-2000: recommendations made to the Policy and Programme Committee of APSDEP at the Ad Hoc Sub-Committee Meeting, Pattaya, Thailand, 13-15 November 1991. 313
APSDIN: the information network of the Asian and Pacific Skill Development Programme. 487
As a matter of fact: answering the myths and misconceptions about Indigenous Australians. 211
Asia literacy and vocational education and training: tracking the views of Australian business. 257
Asian and Pacific Skill Development Programme. 314
Asian financial crisis, globalisation and popular education 282
Assessment of Gambia Technical Training Institute trainees on attachment. 423
Assessment verification in the certificate III in tertiary preparation. 034
ASTF guide to VET. 225
Attitudes and access to online training: TAFE trainers and trainees. 050
Audit of crime prevention training: stage 1 report. 213
Audit of regional and rural industry learning priorities. 537
Auditing: a tool for institutional development. 428
Australian and New Zealand journal of vocational education research, volume 6, number 1, 1998. 102
Australian apprentice and trainee statistics 1997-98: quarter two, volume 4, number 2, Oct-Dec 1997. 151
Australian apprentice and trainee statistics 1997-98: quarter three, volume 4, number 3, Jan-Mar 1998. 152
Australian journal of adult and community education, vol..38, no.1, April 1998. 279
Australian National Training Authority response to 'Learning for life: review of higher education financing and policy', policy discussion paper. 226
Australian vocational education and training statistics 1996: women at a glance. 104
Australian vocational education and training statistics 1996: young people at a glance. 105
Australian vocational education and training statistics 1996 and 1997: overseas students at a glance. 133
Australian vocational education and training statistics 1997: at a glance. 106
Australian vocational education and training statistics 1997: an overview. 107
Australian vocational education and training statistics 1997: in detail. 110
Australian vocational education and training statistics 1997: financial data. 132
Australian vocational education: learning from past mistakes? 425
Auxiliary nurse midwife, posts SLC: curriculum guide. 511

TITLE INDEX

Bachelor of design (fashion design) course AJ64VA. 005
Berufsbildungsforderungs-gesetz: Vocational Training Promotion Act: Loi sur la promotion de l'enseignement professionnel. 306
Best of the old alongside the new: evaluating an integrated training programme for part-time youth workers. 470
Best practice in Queensland training. 066
Best practices in training access and effective participation: building and construction industry training for Aboriginal and Torres Strait Islander communities. 064
Bridge to the future: Australia's national strategy for vocational education and training 1998 - 2003. 140
Brief information. 312
Broken Hill: training solutions to complex issues. 016
Building an international network on modular training. 317
Building effective school-business links: a practical guide to improving quality. 301
Building qualitative models. 025
Building social capital and community learning networks in community internet access centres. 200
Building workplace pedagogies: the role of workplace trainers/mentors in business environments. 565

Call centres: labour availability in Northern Tasmania. 097
Can the total quality management approach used in industry be transferred to institutions of higher education? 427
Capable organisations: the implications for vocational education and training. 123
Case studies of best practice in meeting the literacy and language needs of vocational education and training students. 269
Case studies to accompany guide book for curriculum development and adaptation: submitted by members of the Technical Working Group Meeting on Technical and Vocational Education at Bhopal, India 29 Nov-6 Dec 1994. 518
Catalog of occupational classification of skilled workers of the People's Republic of China: introduction. 440
Centre for Research and Learning in Regional Australia newsletter. 218
Challenges of action learning as a professional development methodology in TAFE. 176
Change, visions and values and nonformal education. 280
Changing nature and patterns of work and implications for vocational education and training (VET). 183
Changing relationships among VET clients: initial findings. 189
Chartered General Practice Surveyors: a learning style analysis. 395
Child care in-service training needs analysis: Tasmania 1996-1998. 099
Choosing one's own appraiser: a college experience. 333
Coffs Harbour: three years on... 019
Cognitive load and self-paced learning in vocational education and training. 165
Coherence between compulsory education, initial and continuing training and adult education in Sweden. 316
Colleges: growth and diversity in the non-university tertiary studies sector (1965-1974). 158
Coming up trumps: ACE customer satisfaction research report. 287
Community engineering: on-site training and employment for Aboriginal people. 525
Community medicine assistant: a CTEVT curriculum guide. 510
Competence model for professional practice in the clerical-administrative occupations. 467
Competency based curriculum in adult basic education. 037
Competency standards: a help or a hindrance? an Australian perspective. 367
Competency-based assessment: the assessors guide. 229
Complex craft: United Kingdom PhD supervision in the social sciences. 323
Consideration of legislation referred to the Committee: Vocational Education and Training Funding Amendment Bill 1997. 122
Constructing vocational identities. 372
Constructing vocational knowledge: history, communities and ontogeny. 344
Contemporary music diploma course KL01NA and certificate IV course KL02MA. 002
Continuity and change in policy and practice: the case of the competently trained. 214
Convergence of vocational and adult education in learning communities. 096
Converse newsletter, no.1, 1998. 288
Country education profiles: Africa. 447
Country education profiles: Australia and its immediate neighbours. 444
Country education profiles: Europe. 446
Country education profiles: subcontinent and the Middle East. 448
Country education profiles: the Americas. 445

TITLE INDEX

Country paper: Australia. 073
Country paper: Thailand. 307
Country report: Myanmar. 517
Creating a training culture. 178
Creating a working future when five times three is sixteen. 088
Critical appraisal of assessment methods adopted in vocational education with particular reference to the GNVQ core skills unit Application of Number. 345
Current research and new agendas in workplace learning. 111
Curriculum issues in the relationship between language, culture and learning: the case of food and beverage management teaching. 462
CVTE: trung tam nghien cuu giao duc trung hoc chuyen nghiep va day nghe: Research Centre for Vocational and Technical Education. 482

Dairy education requirements for South Western Victoria: an industry perspective. 206
Data matters: a staff development kit to support users of AVETMISS. 139
Dealing with work: secondary students' work experience and the curriculum. 340
Degree-articulation programs: the next wave. 191
Delivering the DEAL: implementation of a work-based learning programme at degree level. 356
Demand and supply of skills in Australia. 561
Design (fashion) advanced diploma course AJ62QA and diploma course AJF61NA. 006
Designing accessible learning materials. 040
Developing capable people for individual, corporate and public good. 207
Developing strategies to deal with CBT problems in Australia. 560
Developing the training market of the future: a consultation paper. 136
Development of an analysis tool to enable change. 047
Development of critical thinking competency amongst vocational administrators. 419
Disability Discrimination Act 1995, disability statements and the effect on higher education for students with special needs in England. 326
Diversify or die? 076
Duale berufs-ausbildung in der Bundesrepublik Deutschland: Dual vocational training in the Federal Republic of Germany: La formation professionnelle dualiste en Republique federale d'Allemagne: Formacion profesional dual en la Republica federal de Alemania. 305

Early rural school leavers at risk: VET or unemployment. 540
Early school leavers in rural Australia: transition to work. 168
East Coast evaluation. 528
Educating students for a global perspective. 072
Education and business links in St Lucia. 394
Education and training for 14 to 19 year olds: volume I. 483
Education and training for business and industry. 512
Education and training in Australia's aid program: policy statement announced by The Hon Alexander Downer MP, the Minister for Foreign Affairs. 147
Education and training: still distinguishable? 374
Education at Damland College. 504
Education for what? the new office economy: executive summary. 308
Education for work on religious and secular kibbutzim in Israel: comparative aspects. 429
Education without employment: not meeting the national education and training targets. 342
Educational management and the crisis of reform in further education. 348
Educative evaluation: a model for quality-added programme management. 408
Effect of promotion on career path choice among secondary school pupils. 418
Effectiveness of different models of work-based university education. 159
Employability skills: the demands of the workplace. 370
Employer flexible access: awareness and use of open learning in Britain. 300
Employer satisfaction (pilot). 571
Employer-led realities: apprenticeship past and present. 350
Employment of apprentices: on the brink of crisis. 246
Employment training and employment action: an evaluation by the matched comparison method. 303
Ensuring effective learning from modular courses: a cognitive psychology-skill learning perspective. 334
Enterprise education: a new social ethic for higher education? 406
Enterprising approach to democratising the curriculum: reflections on a Scottish experience. 373

Entrepreneurial skills for small business exemplar curriculum core monitoring group: report and recommendations. 516
Equity in VET: who counts? 166
Essential statistics of education in China 1997. 494
Ethics and the human resource manager: a study into the ethical problems and dilemmas faced by human resource managers and the principles and procedures they use to address ethical issues. 181
Ethnography of further education and the policy-orientated literature: contrasts. 379
Etude comparative des qualifications de fin de scolarite obligatoire et de formation professionnelle: volume III: reports nationaux. 443
Evaluating the contribution of competency-based training: tales from training managers. 162
Evaluating training from the inside: a qualitative study. 038
Evaluating transitional education: a TVEI demonstration. 431
Evaluation of electronic image assembly 1. 069
Evaluation of how current approaches to delivery of VET meet the needs of a VET system that is committed to making life long learning a reality. 559
Evaluation of technical assistance to Hungary. 302
Evaluation of the contribution of competency-based assessment procedures. 567
Expectations of employers of high school leavers in Hong Kong. 474
Experience of training reform in Australia. 188

Factors affecting learning in the workplace. 167
Factors influencing individual commitment to lifetime learning: a literature review. 297
Family and school influences on the vocational choices of students in a rural Western Australian community. 381
Fifth international conference on adult education. 514
Fifty years of resource development in vocational training in South Australia. 079
Final National Communication Skills Project (NCSP) report to ACTRAC. 138
Fitting out a future. 013
Flexible delivery in vocational education and training: implications and issues for Aboriginal students and communities. 142
Flexible delivery: how to make it work. 193
Forbidden knowledge: the research process in a further education setting. 325
Framing the future: evaluation 97. 087
Framing the future: overview. 086
Fresh look: strategies to increase the participation of women in non-traditional and emerging industries. 058
From “outside” to “inside” VET for the disadvantaged: workshop manual. 067
From transition to work lives: time to integrate student support systems. 385
Funding of vocational education and training: research report. 222
Further education and training bill, 1998. 458
Future of Work: a narrative of the pursuit of the future in the electricity industry in Queensland. 089

General education, vocational education and training in the Netherlands. 499
General survey of education in China. 495
Giving a new understanding of the intellectual organisation (vocationalism and utopia). 192
Gone, but not forgotten: a study of occupational attrition rates. 171
Grains Industry Training Network. 199
Great expectations: education and the world of work. 227
Green paper on further education and training: preparing for the twenty-first century through education, training and work. 457
Groups of groups: the role of group learning in building social capital. 093
Guide book for curriculum development and adaptation: developed by members of the Technical Working Group Meeting on Technical and Vocational Education at Bhopal, India 29 Nov-6 Dec 1994. 519
Guide book for TVE teacher education curriculum development and adaptation. 507
Guide to quality endorsement: book 3. 080
Guide to the training environment for local government. 268

High school to college vocational pathways. 522
High-quality education and training for all. 491
How the emerging national training market is being affected by the forces of globalisation and current VET institutional arrangements. 566
HRD and VET: splitting the difference. 190

TITLE INDEX

Human capital investment: an international comparison. 145
Humanitarian award for cultural-awareness training. 014

Impact and consequences of market reform in the vocational education and training sector. 568
Impact of farmer collaborative learning: impact of farmer training programs on farm communities. 543
Improving technical education in Egypt: management development, international assistance and cultural values. 362
In a nutshell. 502
In at the deep end: an interview with Kim Fillingham. 020
In search of a definition. 172
Increasing social capital through FutureProfit in Queensland: findings from a longitudinal case study approach. 201
Indicators of social capital: social capital as the product of local interactive learning processes. 092
Indigenous education strategic initiatives program. 552
Indigenous students in TAFE: towards performance measures. 129
Indonesia Australia partnership in skills development program. 545
Industry learning priorities: challenges for regional Australia in the context of change. 210
Industry partnership: leaning on a broken reed. 004
Information booklet for private training providers: 1998 government funded training program. 247
Information collection and dissemination for vocational training: an ILO perspective. 488
Information Onderwijsgroep A12. 505
Information package. 311
Information skills: the key to tomorrow today. 041
Information technologies to support the changing role of teachers and learners: toward open and flexible lifelong learning. 513
Inside out: a practitioner's view of prison training. 012
Inside TAFE training. 015
Insights into policies and policy formation at CONFINTEA V: two stories. 294
Inter-industry labour mobility. 534
International comparisons and VET. 562
International Labour Organization: backgrounder. 484
Interviewing overseas students from Hong Kong in Australia: a reflection of the problems they encountered and the varieties of strategies they employed. 285
Introducing the concept of user education to the Central and State Training Institute librarians of India, 1990-93. 391
Investigating the induction of GNVQ students. 352
Investigation into the provision of part-time New Apprenticeships in traditional female industries and emerging industries and development of strategies to increase women's access to, and participation in, New Apprenticeships in these industries. 521
Investigation of how to apply the philosophy of quality management to the process of learning and identify the implications this has for life long education. 558
Investing in diversity: an assessment of higher education policy. 442
Investing in technical and vocational education: a review of the evidence. 399
Is there a boundary between formal and nonformal education?: the impact of formal and nonformal education on community learning. 095
Issues and suggestions for assessment of practical placements. 003
Issues regarding higher education graduates in vocational education and training. 108

Job prospects Australia. 4th edition. 143
Job specification and skill test. 508
Journal of vocational education and training, volume 47, number 4 1995. 353
Journal of vocational education and training, volume 47, number 3 1995. 359
Journal of vocational education and training, volume 47, number 2 1995. 364
Journal of vocational education and training, volume 47, number 1 1995. 371
Journal of vocational education and training, volume 48, number 3 1996. 336
Journal of vocational education and training, volume 48, number 2 1996. 341
Journal of vocational education and training, volume 48, number 1 1996. 347
Journal of vocational education and training, volume 49, number 2 1997. 330
Journal of vocational education and training, volume 49, number 3 1997. 459
Journal of vocational education and training, volume 50, number 1 1998. 468
Junior technician course in livestock production/animal health: a curriculum guide with a practical emphasis. 509

Key data on Dutch adult and vocational education. 500
Key data on vocational training in the European Union. 309
Key performance measures for vocational education and training, October 1997: key performance measures implementation plan, April 1998. 141
Knowledge of texts: theory and practice in critical literacy. 245

La educacion technologica en el mundo = [Technical education in the world]. 496
Labour market experience of higher education graduates over the last decade. 220
Launch of the guiding principles for the assessment and recognition of overseas skills and qualifications. 077
Le magazine for education, training and youth in Europe, issue 8, 1997. 449
Le magazine for education, training and youth in Europe, issue 5, 1996. 450
Le magazine for education, training and youth in Europe, issue 4, 1995. 451
Le magazine for education, training and youth in Europe, issue 3, 1994. 452
Le magazine for education, training and youth in Europe, issue 2, 1994. 453
Le magazine for education, training and youth in Europe, issue 1, 1994. 454
Learning and teaching in initial vocational education and training. 033
Learning communities, regional sustainability and the learning society: an international symposium: outcomes summary. 194
Learning communities, regional sustainability and the learning society: an international symposium: conference proceedings volume 1. 195
Learning communities, regional sustainability and the learning society: an international symposium: conference proceedings volume 2. 196
Learning community. 094
Learning context within technical and further education colleges as perceived by apprentices and their workplace supervisors. 473
Learning during vocational retraining: the picture so far. 185
Learning for life: the TUC action plan to deliver the national education and training targets. 485
Learning in industry: who's doing the night shift? 071
Learning in workplaces of the future. 539
Learning partnerships at work. 198
Learning partnerships: how dynamic learning at Sydney Institute of Technology and organisations are working together to make learning exciting and relevant. 036
Learning processes of pastoralist stakeholders in the tropical savannas: research in progress. 197
Learning to learn in vocational education and training: concerns for students and teachers. 029
Learning to reflect: a story of empowerment. 216
Learning works: widening participation in further education. 497
Leftist ethnography, educative research and post-compulsory education and training. 320
Lifelong learning and lifelong education: a critique. 329
Lifelong learning: concepts and context for the future. 021
Linking VET to productivity differences: an evaluation of the Prais program, and its implications for Australia. 148

Maintenance of academic standards at Tuen Mun Technical Institute, Hong Kong. 416
Making sense of training reform and competency based training. 109
Management of educational change: a case study. 413
Management skills in the housing industry. 154
Management training in the agricultural industry: achieving industry training objectives. 135
Managing diversity: a guide to implementation. 239
Manpower forecasting and rapid labour market analysis: the demand for technical school graduates in Egypt. 401
Marketing VET research. 570
Marketing VET to women. 052
Markets, outcomes and the quality of vocational education and training: some lessons from a Youth Credits pilot scheme. 360
Maximising learning opportunities for Tirelo Setshaba (Botswana's unique non-military national service). 324
Measuring the net economic benefits of an apprentice training school. 030
Measuring up. 057
Meeting the demand for vocational courses: influences on the development of engineering technician training in New South Wales, Australia, in the 1950s and 1960s. 337
Memory modes and mathematics among technical and further education trade students. 433
Mentoring for continuing professional development: using a problem-based methodology. 186

TITLE INDEX

Mentoring: how important for training part-time teachers. 177
Mentors guide to improved equity in decision making: roles, methods and influences. 318
Message received: use of on-line technology for the delivery of vocational training to remote North West Australia: a feasibility study. 265
Mix match and make it. 084
Model for mentorship in nurse teacher preparation. 357
Models of collaborative learning. 536
Modern apprenticeship, process and learning: some emerging issues. 338
Modern apprenticeships: filling the skills gap? 476
Modern Australian Apprenticeship and Traineeship system: an outline. 090
Monitoring training programmes using level of use interviews. 358
Monthly labour statistics and research bulletin, no. 585, vol. 49, no. 10, Oct. 1997. 435
Monthly labour statistics and research bulletin, no. 586, vol. 49, no. 11, Nov. 1997. 436
Monthly labour statistics and research bulletin, no. 587, vol. 49, no. 12, Dec. 1997. 437
Monthly labour statistics and research bulletin, no. 590, vol. 50, no. 3, Mar. 1998. 438
Monthly labour statistics and research bulletin, no. 591, vol. 50, no. 4, Apr. 1998. 439
Moving beyond the cutting edge. 203
Moving into higher education: issues arising from the introduction of ungraded assessment in VET: a paper prepared for the Ministerial Council on Employment, Education and Training. 153
Moving learning from the classroom to the community: what's in it for ALL? 202

National ITAB VET data analysis. 549
National profiles on technical and vocational education in Asia and the Pacific: Republic of Korea. 493
National programmes in technical and vocational education: economic and education relationships. 461
National report on schooling in Australia 1996. 212
National research and evaluation strategy for vocational education and training: the first year. 160
National retail training package 119
National teaching and learning: how successful in the Riverina? 044
National training materials: commercial and Asian cookery: guide for employees and trainees. 134
National training package: Australian meat industry. 121
National vocational qualifications in a business studies degree. 331
NCVER and VET research. 024
New apprenticeships in Victoria. 255
New Philippine CBVE system. 304
New South Wales teachers satisfaction survey: construction and transport educational services division. 553
New vocationalism enacted? the transformation of the business studies curriculum. 378
Notes for the study visit to Sydney. 501
NSW ACE enrolment statistics 199. 137

Occupational shifts and new apprenticeship training. 564
ODLAA occasional papers, no.1, June 1998. 290
Office workers, factory workers, cashiers or cooks: a North American perspective on vocational education reform at the secondary school level. 392
On-line delivery with other VET providers. 520
Open door teaching: the impact of "working together" on vocational education and training. 043
Open learning Australia handbook 1998. 144
Outcomes achieved by VET graduates. 557
Outcomes from VET in schools. 563

Packaging training for gender equity. 051
Para-professional on-going training. 533
Paradigms of practice: a dilemma for nurse educators. 365
Partnership Project and the Partnership Programme. 299
Partnerships for equality: a review of employers' equal opportunities groups. 296
Partnerships in teacher education: a response to The Business Partnership in School-based/centred Initial Teacher Training. 369
Pathways to opportunities: business services. 251
Pathways to opportunities: community services and health. 252
Pathways to opportunities: information technology. 253
Peer support network for information technology teachers in TAFE NSW using the internet. 048
Peer-mentoring in tertiary education: a review of programs. 128

Pelican's flight: apprentices experiencing on- and off-job learning environments. 022
Perceptions of access and equity issues. 045
Perceptions of urban trade and industrial students in the South-eastern USA: school and career-related issues. 465
Performance assessment in vocational education and training. 116
Personal narratives of young people working in a caring environment. 363
Perspectives on traineeships: the commodification of employment. 182
Planning for life. 481
Planning guide for providers of training and further education in Victoria 1999-2001. 249
Planning pathways for women from ACE to VET. 054
Planning technical and vocational education and training in developing countries: editorial introduction. 397
Planning technical and vocational education and training: the case of Namibia. 404
PNG National Trade Testing and Certification (NTTC) project. 544
Police culture and the learning organisation. 169
Policy advice. 526
Policy challenges in the implementation of 'user choice' in the Australian market. 161
Political colonisation of the cognitive construction of competence. 355
Polytechnics: a brief introduction. 456
Post-Fordism, curriculum modernisers and radical practice: the case of vocational education and training in England. 411
Post-Fordism, the vocational curriculum and the challenge to teacher preparation. 349
Post-Fordist reworking of Australian education: the Finn, Mayer and Carmichael reports in the context of labour reprocessing. 361
Preparation for the priesthood: a training needs analysis. 472
Preparing women leaders and managers for 2010. 124
Principles and framework for New Apprenticeships for school students. 278
Principles and framework for the consistent application of the National Training Framework within secondary schools: consultation paper. 276
Principles and guidelines for improving outcomes for vocational education and training (VET) in schools, 1998. 277
Priority skill areas 1997. 267
Problems of integrating core skills development with vocational learning: a case study in engineering. 376
Professional education: the relationship between academic and experiential learning. 339
Profile of the China Association of Staff and Workers Education and Vocational Training. 480
Profile. 503
Program co-ordinators directory. 2nd edition. 149
Promoting independent learning in TAFE: seven indicators to measure success. 039
Providing tools for compliance with disability legislative obligations. 031
Public administration industry 1998 industry training plan (1999-2001). 263
Public sector participation in TAFE NSW programs. 046

Quality in the classroom: philosophical aspects of measuring teacher effectiveness. 422
Quality in VET: principles for vocational education and training. 217

Recent developments in technical and vocational education in the Chinese senior secondary system. 417
Recognising the value of the contribution of Victorian TAFE teachers to the training revolution. 224
Reconstructing the work-based route: lessons from the Modern Apprenticeship. 354
Reflecting on practice: research on a major change process within the Ford Motor Company (Australia) Ltd. 174
Reforming technical and technological education. 403
Regional approach to youth unemployment: vocational and enterprise education in partnership with the community. 209
Relationship between small business and social capital in a community. 530
Report on security industry training: case study of an emerging industry. 256
Report on the integration of competency standards for users and operators of industrial equipment [NOHSC 1006] into vocational education and training in Australia. 065
Report to the Communications ITAB (NSW): VET data analysis. 118
Reporting trainee competence: what and how much do employers need to know? 380
Republic Act 7686. 315
Research and development: issues papers for adult and community education. 547
Research and VET decision-making: February 1997 symposium. 146

399

TITLE INDEX

Research at a glance: small business and vocational education and training. 103
Research in post-compulsory education, volume 1, number 2 1996. 327
Research in post-compulsory education, volume 2, number 1 1997. 319
Research on employer satisfaction with graduate skills: interim report. 219
Researching staff training and development: a study of general staff university women. 170
Reshaping colleges for the community in Canada and Britain. 328
Resistance and determination: working class adults in higher education. 321
Restructuring Aboriginal training programs North-West Region: a report on the implementation of a strategy and future recommendations to improve access to training services for Aboriginal communities in Tasmania. 100
Restructuring the industrial trades in Australia: the dark side of post-Fordism. 368
Retesting of community provider statistics systems. 554
Ritual career and identity change: a study of the first semester of a teacher preparation degree in adult and vocational teaching. 114
Role of training providers in manpower planning. 402
Rural community development (RCD) at the Rural Extension Centre (REC), University of Queensland, Gatton. 208

School to work transition. 541
School to work: collaborative learning and working. 542
School-to-work in small towns. 529
Schools in 2010: some predictions. 091
Seamless tertiary education: constraints and possibilities. 008
Secondary vocational education and earnings in Latin America. 400
Sense-making and ISO 9000 in educational organisations. 322
Shifting paradigms: the impact of globalisation on open, flexible and distance education 291
Shifting the focus from 'training' to 'learning': the case of Australian small business. 115
Should we "let them eat TAFE"? 081
Skill shortages in W.A. public sector frontline managers: final report. 262
Skills for development: the Commonwealth Fund for Technical Co-operation. 498
Skills industries need: what tertiary students say. 173
Skills, jobs and progress. 477
Small business: move ahead with TAFE. 242
Some outcomes of the evaluation of the St John Ambulance senior first aid recertification program in South Australia. 286
Some reflections on the price of precarious employment: women educators in adult and vocational education. 059
Spatial ability and its role in United Kingdom education. 432
Specialist consultancy services for data audit of Queensland competitive purchasing. 555
Staff development for student service providers. 127
Staff development. 055
Staff training and development in the TAFE sector of the State Training System. 250
Statistical profile and training implications. 527
Strategic link between training and employment. 074
Strategies for the assessment of competence. 387
Stretching the limits of learning: mentorships for gifted high school students. 415
Student and employer evaluations of unpaid work experience in a Nigerian vocational teacher education programme. 382
Student centred learning, knowledge and the New Zealand Qualifications. 293
Student choices straddle sectors. 082
Student employment services: principles, options and issues. 126
Student nurses' experience of experiential teaching and learning: towards a phenomenological understanding. 351
Student satisfaction census, 1997, Western Australia. 261
Study of students' perceptions of their participation within the context of a joint educational development. 032
Study of the decision-making bodies of the Vocational Training Council in Hong Kong. 471
Study of the personal factors relating to reading proficiency among adult learners. 283
Submission by the Australian Education Union Victorian Branch, July 1997, to the Ministerial Review of the Provision of Technical and Further Education in the Melbourne Metropolitan Area. 223
Summary of equity and change continuous improvement projects. 053

Supporting workplace learners (kit). 130
Supporting workplace learners. 125
Survey of assessment methods currently being used in the VET sector. 556
Survey of existing research: changing nature of work. 538
Survey of vocational education and training delivery in rural and remote Western Australia: final report. 260
Sustainable land management and adult education: issues for the stakeholders of Australia's tropical savannas. 281

TAFE graduate destination survey 1997: report on pilot survey graduates with overseas addresses: October 1997. 112
TAFE-SOCOG engagement: it's official. 018
Taking ACE to the year 2000: a vision. 254
Taking the "distance" out of law: the role of technology in breaking down the barriers of distance for OTEN law students. 042
Tasmanian implementation plan for women in vocational education and training: a plan for the State implementation of the national women's vocational education and training strategy. 101
Teacher satisfaction survey analysis. 546, 550
Teaching and learning styles that facilitate online learning: documentation project: project report. 068
Teaching catering: catering lecturers' perspectives on students and classrooms. 430
Teaching information technology to the computer shy: a theoretical perspective on a practical problem. 464
Teaching thinking skills in vocational education. 298
Technical and vocational education and training in an international context. 398
Technical and vocational education in Kuwait. 412
Technical and vocational education in the People's Republic of China: current status and prospects. 407
Technical qualification testing system in the Republic of Korea. 478
Tertiary education review and the fourth floor sector. 295
TESDA info page. 490
Theoretical framework for internet-based training at Sydney Institute of Technology. 292
Theory and practice of apprenticeship to the discipline of mathematics (work in progress). 187
There is no accounting for knowledge, is there?: (organisation behaviour is affected by newer structures that allow knowledge leveraging and accounted for on the balance sheet). 049
This little piggy went to market... 035
Today's training, tomorrow's skills: report by the House of Representatives Standing Committee on Employment, Education and Training. 228
Total quality management, the learning organisation and post-compulsory education. 384
Toward establishing a unified system of performance measures. 455
Towards a framework for professional preparation: lessons from teacher and nurse education. 393
Towards a skilled Philippines: technical and vocational education and training system for Philippines 2000: higher level skills acquisition through competency based vocational education and training. 310
Tracking VET pathways. 163
Training agenda: a journal of vocational education & training, vol. 6, no. 2, May 1998. 009
Training and development for small business managers: part one: a prologue: who are the small business managers? 424
Training and development for small business managers: part two: a procedure for identifying management development needs. 409
Training and learning in small business: issues for research. 150
Training and skills development in the East Asian newly industrialised countries: a comparison and lessons for developing countries. 466
Training brokers. 531
Training for unemployed women: a context for basic, liberal and radical adult education. 343
Training needs analysis: a resource for analysing training needs, selecting training strategies and developing training plans. 2nd edition. 131
Training of teachers/trainers in technical and vocational education. 515
Training reform and has it benefited women. 062
Training tonic for gin brigade. 023
Training WA, volume 5, number 1, April 1988. 271
Transfer and social practice. 113
Transformative learning: promoting change across cultural worlds. 332
Transition from non-working to university: a university bridging program in regional Australia. 284
Transitional pathways from schooling to work and training. 548
Transport and distribution training package. 120

TITLE INDEX

Two components of a new learning society. 469
Two steps forward: gender, work, pay and family, what progress now? 060

Understanding and improving student completion in the State Training System: a discussion paper. 244
Understanding mentoring. 434
Understanding small business participation in traineeships: a framework for traineeship adoption. 179
Understanding the dynamics of workplace cultures: implications for VET. 027
Uni graduates reach for TAFE. 083
United we teach, united we learn: investigating the integration of on and off-the-job training and assessment. 028
Update: policy direction in the vocational education and training sector, issue no. 12, August 1997. 272
Update: policy direction in the vocational education and training sector, issue no. 13, November 1997. 273
Updated guidelines for training package developers: Australia's national training framework. 275
User choice. 156
Using the differential aptitude tests for selection and prediction in vocational education and training. 221

Validity and value of national vocational qualifications: the case of purchasing. 386
Value of qualitative methodology in researching the links between farmer education and good farm management. 204
Value of VET. 532
Value of vocational education and training in a non-metropolitan community. 184
Varying perspectives on work experience: there's nowt so queer as folk. 421
VET data analysis and projections for National ITAB Strategic Plan 1998-2005. 551
VET matters: vocational education and training, issue 8 (June 1998). 070
Virtual campus: research and development project. 266
Vision for training and further education in Victoria: scenarios. 241
Vision for training and further education in Victoria: vision statement. 240
Vocational aspect of education, volume 44, number 1 1992. 426
Vocational aspect of education, volume 44, number 2 1992. 420
Vocational aspect of education, volume 44, number 3 1992. 414
Vocational aspect of education, volume 45, number 1 1993. 410
Vocational aspect of education, volume 45, number 2 1993. 405
Vocational aspect of education, volume 45, number 3 1993. 396
Vocational aspect of education, volume 46, number 1 1994. 390
Vocational aspect of education, volume 46, number 2 1994. 383
Vocational aspect of education, volume 46, number 3 1994. 377
Vocational computing skills and social science students: do they mix? some evidence from an interdisciplinary degree programme. 335
Vocational courses for higher secondary students. 441
Vocational education and training in Australia. 078
Vocational education and training in Germany: trends and issues. 460
Vocational education and training in schools. 017, 075
Vocational education and training today: challenges and responses. 463
Vocational education and training: undergraduate. 155
Vocational education in Russia in the transition to a market economy. 389
Vocational education in the third world: revisiting the debate. 366
Vocational education in the United Arab Emirates and Saudi Arabia: perspectives on an emerging area. 175
Vocational education practices in high schools. 524
Vocational secondary schools in Malta: quality of education and the reproduction of inequality. 375
Vocational teachers' critical thinking skills. 117
Vocational training access project: summary report. 063
Vocational training system of the Republic of Korea. 479

Way forward for vocational education and training in NSW. 010
Western Australian training guide to the implementation of Metal and Engineering Industry National Competency Standards: the step to effective implementation. 258
What's to know about the CRO: development of a self-paced cd-rom package. 026
Why do farmer and expert perceptions of training needs differ? 535
Within these walls: training a captive audience. 011
Women and training: making it work for your organisation: stories of success, final draft. 061
Women in decision making. 056

Women in Nigeria's teaching profession: the challenges ahead. 388
Women, WOW and CEW. 523
Work based learning: a training guide to quality development of formal reviews in occupational training (ET). 486
Working together to bring about cultural change. 230
Workplace learning agreements: transforming a traditional practicum. 215
Workplace learning and accredited training: benefits to individuals and their clients. 205
Workplace mentoring and guidance: organising and managing effective practice (a preliminary paper). 164

Young people starting work in apprenticeships, traineeships and non-contracted training. 180

AUTHOR INDEX

the preparation of the listed documents or projects. The numbers in this index refer to the running numbers of the individual entries.

Abrokwa, Clemente K. 366
Ahola-Sidaway, Janice 392
Ainley, Patrick 342
Aksornsuwan, Jirawan 488
Al-Ali, Salahaldeen 412
Albert, Daniel 171
Anderson, Clair 100
Anderson, Damon 568
Anderson, Tony 025
Andrews, Les 220
Ang, Grace 257
Ardagh, David 181
Arguelles, Antonio (comp.) 496
Arnott, A. 197
Aung, Htay 517
Avis, James 320, 379, 411

Bailey, Bill 389
Balatti, Jo 198
Ball, Colin 088
Ball, Katrina 551, 557, 561, 562, 564
Ballard, Elaine 357
Bamber, John 321
Bamberry, G. 204
Bar Lev, Mordechai 429
Barker, Ray 337
Bartolo, David 026
Bartram, John 516
Bartram, Sharon 131
Bell, Claire 003
Bell, Rowena 093
Benett, Yves352, 394, 423, 434
Benson, Rebecca 197, 281
Berrisford, Nickie 199
Billett, Stephen 113, 164, 189, 344
Black, Stephen 027
Bloch, Barbara 028
Block, Nigel 333
Blunden, Ralph 215
Boote, Jeanne 029, 185
Boston, Ken 017
Boucher, Helen 522
Boud, David 111
Boulogne, T. 394
Bound, Helen 210
Bradford, Simon 339
Bradshaw, Delia 245
Brennan, Roslin 182
Brine, Jacky 343
Brodie, Ian 356
Brooker, Ross 473
Brown, Tony 282
Bruce, David. 200
Buckingham, Elizabeth 187
Bullock, K. M. 369
Burrows, Jennie 031
Bush, Tony 175
Butko, Yevgeni 389
Butler, Jim 473

Cairns, Leonard 123
Callus, Ron 566
Cameron, Donald 201
Campbell, Annie 544, 546, 547, 548, 549, 550, 552, 553
Campbell, S. 202
Carnell, David 114
Carnevale, Anthony 308
Cervi, David 009
Chaffe, R. F. 203
Chamala, Shankariah 201
Chelli, Julia 524
Chi-Kim, Cheung 474
Christie, Ian 302
Clancy, Phil 555
Clark, Michael 322, 409, 424
Cleary, Mitch 244
Cleminson, Andrew 339
Clemons, Allie 521
Cockrill, Antje 460
Cole, P. 423
Cornford, Ian R. 334
Cotton, Lindsay 567
Crestani, Ivana 052
Cummings, A. 423
Cummings, Rick 260
Cunningham, John 486
Currey, Chris 051

Daniell, Rhonda 055
Davies, Marilyn 032, 033
Dhanarajan, Gajaraj 291
Djojonegoro, Wardiman 512
Donnon, Peter 290
Down, Catherine 174
Dror, Yuval 429
Dryen, Robyn 057
Ducklin, Alan 321
Dunn, A. 204
Dunn, Colin 091
Dunning, Lesley 413

Elliott, Geoffrey 348
Else, Ruth 265
English, Brian 260
Erridge, Andrew 386
Evans, Karen 328

Falk, Ian 092, 093, 094, 096, 184, 280, 526, 527, 530
Fell, R. F. 205
Felmingham, Bruce 534
Felstead, Alan 297
Fevre, Ralph 469
Fiddy, Rob 408
Field, Claire 166
Field, Laurie 087, 115, 150
Figgis, Jane 570
Finnane, Anne 034
Fishman, Rosalie 154

Fogarty, Jill 035
Fooks, Des 004
Foreman-Peck, L. 406
Freeman, Mike 391
Frost, Fred 418
Frost, Mike 090
Fuller, Alison 338
Funnell, Robert 114
Furlong, John 469

Gallimore, Paul 395
Garrick, John 154
Geor, Glen 036
Gerber, Rod 467
Gibb, Jennifer 558, 559
Gibson, Brenda 131
Gleeson, Paul 368
Goble, David 221
Godfrey, Sonia 357
Golding, Barry 081, 082, 083
Goldman, Sue 516
Gorard, Stephen 469
Gowing, Robert 186
Gray, David 476
Gray, Lynton 402
Green, Andy 342
Green, Anita J. 351
Green, Kerrie 168
Greer, Robert 318
Griffin, Anne 389
Grimshaw, Warren 019
Gude, Lorenz 142
Guiang, Alcestis M. 304
Guthrie, Hugh 160

Hager, Paul 367
Haines, Maryellen 138
Hampton, Carol 071
Harford, Maddy 167
Hargie, O. D. W. 472
Harper, Graeme 192
Harris, Roger 279, 565
Harris, Roger...[et al.] 022
Harris, Ros 058
Harrison, Lesley 092
Hase, Stewart 123
Hatton, Neville 393
Hawke, Geof 153
Hayton, Geoff 116, 154
Hazell, Pat 037
Heller, Karen 055
Hemmings, Brian 168
Herbert, Anne 176
Heron, Barbara 038, 170
Hill, Doug 161, 168
Hinchliffe, Keith 401
Hjorth, Sonja 316
Hockey, John 323
Hodkinson, Heather 360
Hodkinson, Phil 360

Holbrook, Allyson 337
Holloway, David G. 351, 384
Holloway, Irmgard M. 430
Hopkins, Charles 380
Hopkins, Sonny 148
Horsburgh, Rod 428
Hosie, Elspeth 321
Hudson, George 340
Hughes, Kirsty 302
Humphreys, John 365
Humphreys, Michael 362
Hung, Humphrey 471
Hyde, Susan 209

James, Pauline 162, 216, 332
Jasinski, Marie 068, 069
Jeffcote, Rod 335
Jin, Yang 407
Johnes, Geraint 466
Jones, Karen H. 465

Keating, Jack 109
Keenihan, Chris 525
Kelly, Max 433
Kennedy, Bernadette 043
Kennedy, Helena 497
Kilpatrick, Sue 093, 095, 184, 280, 526, 527, 530, 531, 534, 535, 543
Kimberley, Helen 054
King, Kenneth 398
Kinnaird, Bob 024, 118
Kinsman, Martha 008
Klein, Steven 455
Knight, Brian 554
Krogh, L. 202
Kronemann, Michaela 222
Kunari, P. Vasantha 283
Kutcherenko, Nina 389

Lafleur, Susan 370
Lal, Vijendra 039
Lamont, A. 204
Le Cornu, Peter 520
Lee, Namchul 493
Lee, Young-Hyun 493
Leitch, Ruth 470
Leroux, Janice A. 370, 415
Lewin, Keith 399
Lewis, David 474
Leys, Christine 047
Lissenburgh, Stephen 303
Lount, G. T. M. 472
Luby, Antony 373
Lunt, N. 434
Lyons, Frank 299

MacCann, Ann 040
MacDonald, Gillian 062
Machell, Jim 385
Macklin, Rob 181
Maclean, D. N. A. 206
Maglen, Leo 148
Maguire, Malcolm 297
Maguire, Susan 297
Malley, Jeff 569
Malloch, Margaret 123, 207
Marshall, Joyce 056
Martin, Chris 284
Martin, Elaine 159
Mason, Dale 381
Matheson, Catherine 329
Matheson, David 329
McCann, Andrew 164
McCleary, Peter 023
McKenzie, P. 394, 434
McKenzie, Peter 374
McKernan, Helen 058
McKinnon, Margaret 392
McLaren, Beth 041
McRoberts, Robin 470
Medrich, Elliott 455
Meiklejohn, Russell 571
Miles, Tim 042
Miller, Andrew 301
Milliken, Noelene 043, 044, 177, 230
Misko, Josie 560, 563
Misson, Edmund 243
Mitchell, John 069
Mo, Y. M. 416
Mobbs, Robyn 208
Molefe, Dorcas 324
Moore, Joanne 296
Moreland, Neil 322, 409, 424, 428
Morgan, Arthur 331
Morgan, Helen 280
Morgan, Mark 476
Mudariki, Taka 324
Mulcahy, Diane 162, 214
Mulraney, James 209
Murphy, T...[et al.] 030
Murry, Francie R. 385
Myint, Daw Hla Hla 517
Myles, Lou 053

Natarajan, Lalitha 243
Nevard, Jennifer 124
Newcombe, Jenny 059
Nicholls, Rosemary 244
Nield, Bob 522
Noble, Charles 161
Nwagwu, Cordelia 388, 475
Nwoke, Godfrey I. 382

O'Connell, Kate 287
Offredy, Maxine 363
Oliver, Paul 422
Owen, Christine 210, 526, 527, 529, 531, 533, 537, 539, 542
Owens, Lee 393
Oxtoby, Robert 362, 397
Page, M. G. 325
Parker, Viv 326
Pascua-McGlew, Delia 142
Patrinos, Harry A. 400
Payne, Clive 303
Payne, John 303
Peak, Grahame 433
Peeke, Graham 408
Perkins, Kate 135
Perry, Shayne 386
Phillips, Tom 372
Pichugina, Galina 346
Pickersgill, Richard 188
Pilanthananond, Methi 419
Ping, Kwai 285
Pithers, Robert 117
Plowman, Kris 288
Pocock, Barbara 060
Polesel, John 158
Pollock, J. 427
Potter, Vicki 045
Powell, Anne 393
Powell, L. 434
Prentice, Toby 050
Psacharopoulos, George 400, 463
Pyke, Jo 053

Quinn, Petrina 173
Quirk, Robert 153

Raines, Jennifer 046
Ramachandra, V. 283
Rameka, Nora 294
Ramos, Fidel V. 477
Reddy, G. Ramana 283
Reddy, P. A. 283
Rees, Gareth 469
Reeve, Fiona 356
Ritchie, Karen 523
Roberts, Jeannette 055
Robinson, Chris 160, 545
Robinson, Chris (managing ed.) 102
Rolle, Julie 345
Rose, Stephen J. 308
Rowlands, Bruce 179
Rutherford, Phillip D. 229
Ryan, Keith 097
Ryan-Chapple, Chris 172

Sanders, Jenny 045
Sanguinetti, Jill 521
Scavone, Rino 171
Schaafsma, Hank 154, 358
Schachimanyan, I. K. 389
Schofield, Kaye 057
Scott, Kerrie 164
Scott, Peter 460
Scott, Ted 089
Scott, W. A. H. 369
Selby Smith, Chris 146

AUTHOR INDEX

Selby Smith, Joy 156
Selwyn, Neil 464
Shanahan, Peter R. 169
Sharp, Graham 349
Sheehan, Maire 046
Sheil, Patricia M. 165
Sheldrake, Peter 227
Shelley, Pauline 099
Sly, Heather 044
Smart, Don 257
Smith, Andrew 161, 178, 190
Smith, Erica 109, 161, 180, 190
Smith, Pauline 432
Smith, T. 202
Smiti, M. L. Puntrik 307
Snewin, David 286
Sobski, Jozefa 021
Soden, Rebecca 298
Stalker, Joyce 294
Stanford, Brian 072, 073, 078
Stevens, Ken 381
Stevenson, John 102, 355, 425
Stewart, Pat 167
Stinson, Rodney 143
Stoker, David 357
Stone, Jaqueline 154
Stratton, Nick 489
Suen, Lorna 285
Sultana, Ronald G. 375
Sumich, Mark 287
Sutcliffe, W. 427
Sutton, John 462
Symes, Colin 361
Symons, Heather 163

Tate, Peter 256
Taylor, Philip 302
Teese, Richard 158
Tett, Lyn 321
Thomson, Peter 556
Tickell, Geoff 191
Tickell, Lynne 193
Tizard, Jenny 376
Tobias, Robert 295
Toms, Jon 184
Tooth, Terry 079
Tsayang, Gabatshwane 324
Tse, Peter S. M. 462
Tunbridge, Robin 055
Turner, John 404
Turner, Peter 209
Tzannatos, Zafiris 466

Unwin, Lorna 350, 354

Velde, Christine 380, 467
Vidler, Jill 042
Vigovskaya, Valentina 389
Volet, Simone 257

Wagner, Zita M. 116
Wall, Phil 053
Walsh, Anne 047
Walsh, Mary 036
Walsh, Michael 188
Warren, Paul 296
Waterhouse, Peter 183
Watson, Anthony 387
Webb, Greg 048, 292
Weeks, Sheldon G. 324
Wellington, Jerry 354, 421
Werner, Mark C. 108
White, Michael 303
Whiteside, Tom 417
Whittaker, Ruth 356
Whitting, Gill 296
Wild, Ron 167
Wilkinson, Carole (managing ed.) 144
Willett, Jan 061
Williams, Ralph 378
Williamson, John 526, 527, 528, 529, 540, 541, 542
Wilson, David N. 403
Wilson, Judy 003
Womble, Myra N. 465
Wu, Tiemin 220
Wyatt, David 049

Yeomans, David 378
Youngman, M. B. 431

Zepke, Nick 293
Zhang, Minxuan 417
Ziderman, Adrian 461

responsible for the preparation of the listed documents or projects. The numbers in this index refer to the running numbers of the individual entries.

CORPORATE AUTHOR INDEX

ACNielsen Research Services. 219
ACTU-Lend Lease Foundation. 084
Adelaide Institute of TAFE. 085, 507
ANTA National Training Authority. (ANTA) 275
Australia. Aboriginal and Torres Strait Islander Commission (ATSIC) 211
Australia. Dept of Employment, Education, Training and Youth Affairs (DEETYA) 157
Australia. House of Representatives 228
Australia. Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) 051, 212
Australia. National Campaign Against Violence and Crime (NCAVAC) 213
Australia. National Office of Overseas Skills Recognition (NOOSR) 444, 445, 446, 447, 448
Australia. Senate Employment, Education and Training Legislation Committee 122
Australian Agency for International Development. (AusAID) 147
Australian Capital Territory. Dept of Education and Community Services 007
Australian Education Union. (AEU) 224
Australian Education Union. Victorian Branch 223
Australian National Training Authority. (ANTA) 063, 066, 086, 136, 139, 140, 217, 226, 274, 276, 277, 278
Australian National Training Authority. Performance Review Committee (ANTA) 141
Australian Student Traineeship Foundation. (ASTF) 149, 225

Bob Marshman & Associates. 246

Canberra Institute of Technology. (CIT) 001
Canberra Institute of Technology. Dept of Languages (CIT) 002
Canberra Institute of Technology. Dept of Visual and Performing Arts (CIT) 005, 006
Central West College of TAFE. 266
Centre for Research and Learning in Regional Australia. (CRLRA) 195, 196, 218
Charles Sturt University. 155
China. State Education Commission 494, 495
Construction Training Queensland. (CTQ) 064
Council for Technical Education and Vocational Training (Nepal). (CTEVT) 508, 509, 510, 511

European Commission. Directorate-General XXII, Education, Training, and Youth 309
European Institute of Education and Social Policy. 443

Fiji National Training Council. (FNTC) 311

Great Britain. Council for Industry and Higher Education. 442
Great Britain. Parliament 483
Great Britain. Trades Union Congress. (TUC) 485

International Labour Office. (ILO) 317

Japan. Ministry of Labour 435, 436, 437, 438, 439

Malaysia. Ministry of Education 312, 456
Metals Manufacturing and Services Industry Training Council. 258
MTU Development Project. 478

National Centre for Vocational Education Research. (NCVER) 103, 104, 105, 106, 107, 110, 112, 132, 133, 151, 152, 231, 232, 233, 234, 235, 236, 237, 238
National Meat Industry Training Advisory Council. 121
National Wholesale Retail and Personal Services Industry Training Council. (National WRAPS) 119
New South Wales. Board of Adult and Community Education (BACE) 137
NOP Social and Political. 300

Organisation for Economic Co-operation and Development. (OECD) 491
Organisation for Economic Co-operation and Development. Centre for Educational Research and Innovation (CERI) 145

CORPORATE AUTHOR INDEX

Philippines. Dept of Education Culture and Sports 304
Philippines. Technical Education and Skills Development Authority (TESDA) 490
Public Administration Industry Training Council of WA. 262, 263, 264, 268

Queensland. Dept of Training and Industrial Relations 065

South Africa. Dept of Education 457
South Africa. Parliament 458
South Australia. Dept for Employment, Training and Further Education 134
South Australia. Dept of Education, Training and Employment 067, 070, 080
South Australia. Student Services Committee 125, 126, 127, 128, 129, 130

Tasmania. Dept of Education, Training, Community and Cultural Development (OVET) 101
Tasmania. Dept of Vocational Education and Training (DVET) 100
Tasmanian Community, Property and Health Services Industry Training Advisory Board. (TasCP&HSITAB) 099
Tasmanian Employment Advisory Council. (TEAC) 097
Tasmanian State Training Authority. (TASTA) 098
Transport and Distribution Training Australia. 120

UNESCO. International Project on Technical and Vocational Education (UNEVOC) 518, 519
UNESCO. Section for Technical and Vocational Education 515
United States Army Recruiting Support Command. 481
University of Tasmania. Centre for Research and Learning in Regional Australia (CRLRA) 093
University of Tasmania. Faculty of Education (CRLRA) 092, 094, 095, 096

Victoria. Adult, Community and Further Education Board (ACFEB) 254
Victoria. Barton Institute of TAFE 239

Western Australia. Dept of Training 259, 261, 267, 269, 270, 271, 272, 273

This index lists subjects in alphabetical order, with record entries grouped under the relevant subject heading. The numbers listed in this index refer to the running numbers of the individual entries.

SUBJECT INDEX

Aboriginal community 064, 142, 211, 281
Aboriginal education 011, 012, 014, 063, 064, 084, 100, 142, 157, 211, 525, 552
Aboriginal employment 211
Aboriginal student 129, 142, 552
Aborigine 063, 064
Academic education 299, 335, 339, 356
Access to education 045, 051, 063, 064, 067, 100, 101, 140, 142, 161, 166, 172, 199, 212, 239, 260, 265, 297, 300, 321, 326, 329, 343, 381, 429, 460, 475, 491, 497, 523, 529, 531, 552
Access to information 086, 199
Accountability 166, 422
Accreditation 125, 205, 489
ACE 137
ACFE 554
Action research 047
Adelaide Institute of TAFE 085
Administration 467
Admission requirements 155
Adult and Community Education 137
Adult and Vocational Education Act 506
Adult basic education 037
Adult education 096, 100, 114, 137, 201, 203, 228, 245, 254, 279, 281, 282, 285, 287, 288, 289, 293, 294, 295, 316, 329, 343, 469, 500, 506, 514, 547
Adult Education and Vocational Training Institute 011
Adult learning 203, 205, 279, 293
Adult student 114, 287
Adult, Community and Further Education 554
AEVTI 011
Afghanistan 448
Agricultural education 093, 280
Agricultural management 135, 281
Agricultural sector 173
Agricultural training 535
Agriculture 135, 199
Aid programme 147, 362
Air transport worker 120
Analysis 185
Animal husbandry 509
Annual report 001, 085, 270, 289
ANTA 078, 112, 122, 151, 152, 228, 231, 232, 233, 234, 235, 236, 237, 238, 257, 275
ANTA funded project 104, 105, 106, 107, 110, 132, 133, 151, 152, 265
Apprentice 022, 030, 151, 152, 180, 255, 278
Apprenticeship 022, 030, 058, 090, 161, 180, 243, 246, 255, 258, 273, 278, 311, 337, 338, 350, 354, 473, 476, 521, 549, 564
Apprenticeship contract 180
APSDEP 313, 314, 487
APSDIN 307, 487, 488
Aquaculture 528
Argentina 445
Article 293, 295
Articulation 020, 108, 163, 191, 228, 299, 431, 501
Asia 257, 313, 314, 487
Asian and Pacific Skill Development Information Network 307, 313, 314, 487, 488
Assessment 003, 028, 034, 057, 111, 116, 119, 120, 121, 134, 153, 264, 387, 489, 544, 545, 556, 560, 561
ASTF 225
Attainment appraisal 432, 433
Attitude 429, 430, 469, 474, 571
Aurally disabled 040
Australia 073, 078, 081, 082, 083, 102, 257, 334, 358, 361, 367, 368, 381, 387, 393, 418, 425, 433, 444, 467, 473, 496, 513, 516, 527, 529, 530, 531, 532, 533, 540
Australia. National Office of Overseas Skills Recognition 444, 445, 446, 447, 448
Australian Capital Territory 001, 002, 003, 005, 006, 007, 238, 522
Australian National Training Authority 078, 112, 122, 228, 231, 232, 233, 234, 235, 236, 237, 238, 257, 275
Australian Student Traineeship Foundation 225
Australian Vocational Training System 078, 104, 105, 106, 107, 110, 132, 133, 139, 549, 554
Austria 446, 492
AVETMISS 104, 105, 106, 107, 110, 132, 133, 139, 549, 554
AVTS 078

Bangladesh 448
Basic skill 345, 376, 464, 467
Belgium 446
Benchmarking 129
Best practice 066, 123, 203, 269, 296, 352, 367, 486, 541, 552, 570
Bibliography 183
Boarding Agroschool-Orphanage 346
Bolivia 445
Borders Enterprise Initiative 373
Botswana 324
Brazil 403, 445
Bridging training 284
Broken Hill Correctional Complex 016
Brunei Darussalam 444
Budget 033
Bulgaria 446
Business 378
Business economics 251
Business school 251
Business skill 516

CAE 158
CALS 079
Canada 200, 328, 370, 403, 415, 445, 492, 496
Canberra Institute of Technology 001
Career awareness 418, 429, 465, 481, 522
Career development 021, 318, 333, 372, 481
Career pattern 220
Career planning 126, 372, 381, 388, 418, 429, 465, 481, 522
Carmichael report 361
Case study 061, 073, 115, 125, 142, 162, 185, 190, 201, 207, 269, 413, 415, 518, 541
Catering 430
CBT 109, 162, 560
CD Rom 026, 085, 143
CEDEFOP 309
Census 261
Centre for Applied Learning Systems 079
Certificate course 002
CFTC 498
CHEC 032
Child care 099
Chile 445
China 407, 417, 440, 444, 480, 494, 495, 513, 516
China Association of Staff and Workers Education and Vocational Training 480
Classification 224, 562
Classroom 113, 202, 422
Clerical worker 392, 467
Client satisfaction 128, 259, 261, 287
Clothing industry 005, 006
Coffs Harbour Education Campus 019, 032

SUBJECT INDEX

Cognitive process 344, 355, 432, 433
Cognitive skill 298, 432
Cognitive style 344
College 109, 328
College graduate 259
College industry relationship 003
College of Advanced Education 158
Colombia 445
Commonwealth Fund for Technical Co-operation 498
Communication 087, 197, 543
Communication skill 198, 472
Communications industry 118
Community 093, 094, 096, 202, 254, 415, 530
Community centre 200
Community development 194, 195, 196, 208, 282
Community education 137, 194, 195, 196, 200, 228, 279, 281, 282, 288, 289, 295, 547
Community organisation 252
Community programme 213
Community resources 092
Community service 252
Comparative education 443, 444, 445, 446, 447, 448
Competence 123, 145, 355, 387, 467
Competency 025, 367, 380, 544
Competency based assessment 034, 202, 229, 258, 272, 293, 387, 423, 567
Competency based training 034, 109, 116, 162, 202, 207, 214, 258, 268, 304, 334, 355, 386, 425, 470, 560
Competency standard 065, 119, 120, 121, 258, 367
Computer 464
Computer assisted instruction 050, 292, 520
Computer assisted learning 026
Computer industry 253
Computer literacy 464
Computer software evaluation 554
Conference 196, 294, 491
Conference paper 008, 051, 052, 053, 054, 055, 056, 057, 058, 059, 060, 061, 062, 073, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 512, 514
Conference report 194, 195
Construction industry 064, 551
Consultant 555
Continuing education 339, 469, 517
Continuing vocational training 316
Contract 180, 248
Cook 392
Cooking 134
Cooperation 471
Cooperative education 340
Cooperative programme 036
Corporate planning 098
Cost 033
Cost benefit analysis 030
Cost effectiveness 399
Costa Rica 445
Cotton 023
Country paper 513
Course 126
Course description 441
Course evaluation 069, 261, 287, 358
Course outline 155, 456
Credit transfer 191, 299
Crime 213
Crime prevention 213, 256
Critical Reasoning Test 117
Critical thinking 117, 419
Cross cultural training 332
CRT 117
Cuba 445
Cultural awareness 076
Cultural factor 014, 362, 462
Culture 169, 178, 368
Curriculum 002, 005, 006, 264, 266, 398, 462, 508, 509, 510, 511
Curriculum Corporation 212
Curriculum development 349, 373, 376, 378, 389, 413, 507, 516, 518, 519
CVTE 482
Czechoslovakia 446

Dairy industry 206
Damland College 504
DAT 221
Data analysis 025, 104, 105, 106, 107, 132, 133, 204, 261, 546, 549, 550, 551, 553, 555
Data base 536
Data collecting 104, 105, 106, 107, 110, 132, 133, 137, 139, 158, 185, 262, 455, 546, 549, 550, 553, 562
DCS 015
DEAL 356
Decision making 056, 146, 179, 181, 471
Definition 374
Degree 191
Delivery system 086, 087, 109, 115, 126, 142, 260, 266, 269, 273, 398, 427, 463, 531, 559, 560
Denmark 446
Dept of School Education 032
Deptof Corrective Services 015
Design 005, 006
Developing country 147, 366, 397, 461
Developing Employment-based Access to Learning 356
Development 173
Development policy 250
Development research 174
Differential Aptitude Tests 221
Diploma course 002, 006
Directory 149
Disability 031, 172, 326, 385
Disability Discrimination Act 326
Disabled person 029, 040, 063
Disadvantaged 013, 063, 067, 273, 321, 375, 381, 385, 462
Distance education 144, 265
Distance study 021, 042, 142, 290, 292
Distribution 120
Drawing 005, 006
Dropout 042, 244, 540
Dual system 305, 460
Dual Training System Act 315

Economic conditions 140
Economic factor 530
Economics 145, 400
Economics of education 466, 532
EdNA 273
Education 147, 159, 173, 197, 202, 204, 206, 227, 291, 374, 444, 445, 446, 447, 448, 491, 494, 495, 499
Education Network Australia 273
Educational administration 292, 322, 348, 419, 493
Educational background 110
Educational development 223, 224, 491, 512
Educational expenditure 140, 222
Educational facilities 019, 032
Educational finance 004
Educational indicator 259, 455
Educational innovation 358
Educational insititution 111
Educational institution 384, 427, 456, 458

Educational mobility 153, 501
Educational needs 206, 262, 308, 349
Educational opportunity 076, 281, 283, 284, 321, 324, 329, 343, 381, 385, 469, 529
Educational plan 007
Educational planning 010, 309, 328, 366, 389, 397, 398, 399, 402, 404, 416, 417, 425, 427, 442, 457, 477, 478, 483
Educational policy 008, 088, 115, 140, 146, 157, 189, 214, 226, 227, 239, 294, 295, 316, 338, 348, 350, 361, 373, 379, 389, 397, 398, 399, 404, 406, 407, 411, 442, 457, 461, 483, 496, 497, 526, 566
Educational programme 095, 149, 157
Educational reform 088, 348, 350, 361, 365, 373, 374, 376, 384, 389, 392, 403, 404, 407, 411, 412, 413, 417, 425, 457, 483, 501, 505, 569
Educational research 102, 320, 325, 379, 570
Educational system 227, 305, 442, 460, 474, 493, 494, 495, 496, 499, 500, 504, 505, 560
Educational technology 079, 265, 266, 292, 513
Educational voucher 360
Educationally disadvantaged 284
EEOGs 296
Egypt 362, 401, 448
El Salvador 445
Employability 370
Employability Skills Profile 370
Employee 134, 181
Employees attitude 027
Employer 161, 180, 219, 278, 474, 571
Employers' Equal Opportunities Groups 296
Employment 059, 060, 061, 111, 112, 143, 168, 182, 220, 231, 232, 233, 234, 235, 236, 237, 238, 296, 330, 336, 341, 347, 353, 359, 364, 366, 371, 377, 383, 388, 390, 396, 405, 410, 414, 420, 426, 459, 468, 537, 538, 539, 548, 557, 564
Employment Action 303
Employment opportunity 273
Employment service 126
Employment Training 303
Engineering 258, 337, 376
Enrolment 137
Enterprise 136, 162, 178, 182, 189, 190, 209, 406
Enterprise in Higher Education Initiative 406
Entrepreneur 516
Equal opportunity 045, 140, 166, 239, 296, 321, 326, 385, 462, 475
Equivalence of certificates 077
Ethics 181
Ethnic group 296
Europe 309, 449, 450, 451, 452, 453, 454
European Centre for the Development of Vocational Training 309
Evaluation 129, 148, 160, 162, 205, 213, 322, 334, 340, 345, 367, 375, 376, 412, 421, 423, 431, 442, 463, 472, 473, 532, 563, 567, 571
Evaluation technique 333, 387, 408
Expenditure 178
Experiential learning 047, 176, 197, 205, 351

Factory 392
Family 060
Farm 203, 346
Farm management 203, 204, 535
Farm$mart 203
Farmer 203, 204, 346, 535, 543
Farming 206
Fashion designer 005, 006
Feminism 392
Fiji 311, 444
Fiji National Training Council 311
Final report 138
Financial policy 004, 226
Financing policy 476
Finland 446
Finn report 361
First aid 286
Flexible delivery 047, 050, 071, 072, 086, 087, 142, 165, 193, 228, 266, 269, 290, 292, 300, 317, 369
FMI 262
FNTC 311
Food industry 430
Food production 173
Foreign aid 147
Foreign policy 147
Foreign student 112, 133, 285
Former Soviet Republics 446
Former Yugoslav Republics 446
France 446, 492
Frontline Management Initiative 262
Fund 122, 222, 466, 476, 497
Further education 117, 210, 223, 224, 240, 241, 254, 288, 289, 295, 325, 328, 379, 431, 457, 458, 497
Further training 457, 458
Future 010, 089, 091, 240, 241, 328, 397, 460, 483, 493
Futures studies 092

Gambia 423
GDS 112, 231, 232, 233, 234, 235, 236, 237, 238
General education 034
General National Vocational Qualification 345, 352
Germany 492, 496
Germany, Federal Republic 305, 306, 403, 446, 460
Ghana 447
GITN 199
GNVQ 345, 352
Government policy 004, 031, 115, 136, 140, 213, 214, 222, 226, 228, 302, 306, 324, 337, 348, 398, 399, 404, 425
Government role 136
Graduate 112, 231, 232, 233, 234, 235, 236, 237, 238
Graduate Destination Survey 112, 231, 232, 233, 234, 235, 236, 237, 238
Graduate student 108
Grains Industry Training Network 199
Greece 446
Guatemala 445
Guide 134, 225, 229, 258, 268, 275, 440, 480, 484, 498, 499, 502, 503
Guidelines 267

Health education 252
Higher education 108, 142, 144, 158, 219, 220, 226, 228, 272, 319, 327, 335, 357, 416, 427, 442, 492
History 211, 337
Honduras 445
Hong Kong 416, 444, 462, 471, 474
Hospital 363
Human capital 145
Human resource development 190, 361, 412
Human resources 181
Hungary 302, 446

Illiteracy 283
ILO 307, 484, 488
Independent study 039

SUBJECT INDEX

India 283, 391, 441, 448, 516
Indonesia 403, 444, 512, 513, 545
Industrial development 140
Industry 058, 109, 136, 140, 149, 154, 162, 167, 173, 189, 192, 210, 225, 229, 257, 267, 268, 269, 301, 369, 386, 394, 406, 471, 534, 549, 557, 561
Industry restructuring 368, 411
Industry Training Council 263, 264, 268
Informal education 027
Information literacy 041
Information material 441
Information needs 488
Information network 487, 488
Information retrieval 041
Information technology 048, 097, 118, 197, 253, 265, 288, 520
Initial training 033
Institutional role 024
Instructional design 040, 315
Intercultural communication 285
International 461
International Labour Organisation 307, 484, 488
International programme 302
Internet 042, 048, 050, 069, 200, 266, 292, 520
Interview 162
Investment 145, 532
Iraq 448
Ireland 443, 446, 470
Islamic Republic of Iran 448
ISO 9000 322, 427
Israel 429, 448
Italy 443, 446
ITC 263, 264

Japan 435, 436, 437, 438, 439, 444, 492, 496, 513
Job analysis 264
Job description 143
Job placement 272
Job profile 143
Job requirements 378
Job searching 143
Joint project 019, 032
Jordan 448

Kenya 447
Key competency 264
Knowledge level 113, 145, 154, 164, 201
KOMA 478, 479
Korea 444, 466, 478, 479, 493, 513
Korea Manpower Agency 478, 479
Kuwait 412

Labour 435, 436, 437, 438, 439
Labour market 060, 097, 140, 188, 220, 349, 360, 365, 389, 392, 394, 401, 402, 428, 461, 463, 465, 477, 533, 534, 568
Labour mobility 140, 317, 534
Labour relations 342
Land utilization 281
Language 269, 462
Language teaching 413
Latin America 400
Law 042, 213
Leadership 124, 470
Leadership training 409, 424
Learning 025, 033, 036, 111, 113, 115, 164, 167, 169, 176, 193, 194, 195, 196, 198, 202, 204, 205, 208, 210, 218, 230, 324, 334, 395, 462, 558
Learning experience 022, 204, 470
Learning motivation 321, 375
Learning process 029, 068, 094, 095, 197, 269, 297, 298, 318, 320, 331, 338, 339, 344, 351, 355, 356, 357, 393, 395, 408, 415, 421, 430, 433, 434, 464, 469, 473, 486, 530, 536, 539, 542, 543, 558, 565, 571
Learning support 125, 126, 127, 128, 129, 130, 172, 266, 285, 352, 385, 391
Lebanon 448
Lecture 348
Legislation 031, 122, 306, 315, 326, 458, 506
Level of qualification 035
Librarian 391
Library 391
Library role 391
Library user education 041
Libya 448
Lidcombe campus 013, 014
Lifelong learning 008, 021, 073, 078, 145, 200, 297, 329, 469, 493, 547, 558, 559
Literacy 040, 198, 245, 257, 269, 283
Literature review 124, 204
Livestock 509
Luxembourg 443

Macau 444
Malaysia 312, 403, 444, 456, 466, 513
Malaysia. Ministry of Education. Technical and Vocational Education Division 312
Malta 375, 446
Management 089, 124, 135, 154, 242, 408, 409, 413, 416, 424, 425, 428
Management information system 139
Manager 124, 181, 182, 262, 409, 424
Manpower planning 401, 402
Manual 119, 120, 121, 131, 229, 519
Manufacturing 174
Marketing 389, 570
Material development 026
Mathematics 187, 433
Mauritius 447
Mayer report 361
MCEETYA 212
Measurement 360, 455
Meat industry 121
Medical personnel 510, 511
Mentor 022, 125, 128, 164, 177, 186, 318, 339, 357, 415, 434, 565
MES 317
Metalworking industry 258
Methodology 204
Mexico 445, 496
Ministerial Council on Education, Employment, Training and Youth Affairs 212
MIS 139
Model 025, 066, 128, 129, 267, 357, 393, 408, 531, 536
Modern Apprenticeships 338, 350, 354, 476
Modular training 334
Modular unit 334
Modules of Employable Skills 317
Motivation 475
Motor vehicle industry 174
Music 002
Music education 002
Myanmar 448, 517

NACVETS 112, 231, 232, 233, 234, 235, 236, 237, 238
Namibia 404
Namoi Cotton 023
National 404
National Advisory Committee on Vocational Education and Training Statistics 112, 231, 232, 233, 234, 235, 236, 237, 238
National Centre for Vocational Education Research 112, 231, 232, 233, 234, 235, 236, 237, 238
National Communication Skills Project 138
National plan 324, 386, 551

National planning 274, 551
National programme 461, 485
National project 104, 105, 110, 123
National Research and Evaluation Committee 160
National Strategy for VET 078
National Training Framework 276
National Vocational Qualifications 331, 386
National Women's VET Strategy 055
NCSP 138
NCVER 024, 112, 151, 231, 232, 233, 234, 235, 236, 237, 238
Needs assessment 281
Nepal 448, 508, 509, 510, 511, 513
Netherlands 443, 446, 492, 499, 500, 501, 502, 503, 504, 505, 506
Network 199
New South Wales 009, 010, 011, 015, 017, 018, 019, 020, 030, 031, 032, 034, 037, 045, 046, 047, 048, 234, 337
New Zealand 102, 295, 444, 492, 571
New Zealand Qualifications Framework 293
Newsletter 218, 271, 272, 273
Nigeria 382, 388, 447, 475
Non English speaking 063
Nonformal education 092, 093, 095, 282
NOOSR 444, 445, 446, 447, 448
North Coast Institute of TAFE 032
Northern Territory 233
Norway 446
NREC 024, 160
NSW 009, 010, 011, 015, 017, 018, 019, 020, 030, 031, 032, 034, 037, 045, 046, 047, 048
NSW Dept of Education and Training 019
NSW TAFE Research Association 045
NTF 276
Numeracy 212, 269
Nurse 351, 365, 511
Nursing education 351, 357, 365, 393
NVQ 331, 386

Occasional paper 291, 292
Occupation 143, 171, 220
Occupational change 564
Occupational choice 475
Occupational classification 440
Occupational description 143
Occupational health 065
Occupational injury 185
Occupational qualification 077, 478, 479
Occupational safety 065, 286
OECD 145
Off-the-job training 022, 028, 125, 246, 473
Office of Economic Co-operation and Development 145
Office work 467
Office worker 308, 392
OLA 144
On-the-job training 022, 028, 030, 123, 125, 246, 255, 354, 356, 358, 363, 486, 528, 565
Onderwijsgroep A12 505
Onkaparinga Institute of TAFE 071
Online delivery 265, 266
Online learning 200, 265
Open and Distance Learning Association of Australia 290
Open learning 042, 047, 142, 144, 290, 291, 300
Open Learning Australia 144
Organisation 111
Organisation behaviour 049
Organisation development 049, 167, 169, 207, 537, 538, 539
Organisation for Economic Co-operation and Development 491, 492
Organisational change 049, 123, 169, 174, 189, 266, 328, 348, 378, 384, 428, 537, 538, 539
Organisational objective 313, 314, 328
OTEN 015, 042
Outcome of education 140, 141, 162, 165, 166, 259, 303, 324, 337, 358, 360, 375, 400, 427, 461, 463, 465, 474, 475, 532, 552, 557, 562, 563
Overseas Qualifications Board 077

Pacific region 313, 314, 444, 487
Pakistan 448, 516
Papua New Guinea 444, 544
Parent 180
Part time 177
Part time employment 521
Participation 051, 058, 062, 064, 104, 105, 135, 164, 220, 244, 278, 343, 388, 469, 475, 497, 531, 547
Partnership Programme 299
Patternmaking 005, 006
Pedagogics 320
Peer teaching 128
Performance 141
Performance appraisal 032, 116, 141, 333, 422, 556
Performance indicator 057, 129, 135, 141, 360, 422, 432, 433, 455
Periodical 009, 070, 102, 435, 436, 437, 438, 439
Peru 445
Philippines 304, 310, 315, 444, 477, 490, 513
Physically disabled 040
Pilot project 272, 522
Plan 174, 326
Planning 100, 129, 146, 301, 314, 551
Planning of training 131, 249, 263, 267, 268, 323, 394, 398, 466, 569
Plumbing 508
PNG 544
Podiatry 035
Poland 446
Police 169
Policy formation 101, 103, 108, 146, 214, 294, 471
Policy statement 147
Portugal 443, 446
Postcompulsory education 008, 144, 320, 342, 361, 384, 404, 443, 457, 483, 492, 497
Prevocational training 034
Primary education 264
Principal 362
Printing 118
Prior learning 489
Prisoner 011, 012, 014, 015, 016
Private training provider 136, 161, 247, 260
Problem solving 344, 419, 432
Production 079
Productivity 188
Professional knowledge 331, 333, 339, 355, 365, 393, 395, 467, 565
Profile 137, 267
Programme effectiveness 260, 261
Programme evaluation 408
Programme implementation 462
Project 066
Promotion 061
Prospectus 456
Psychological test 221
Psychology 221
Public administration 262, 263, 264, 268, 271
Public expenditure 166

SUBJECT INDEX

Public sector 046, 262, 264
Purchasing 386

QETO 272, 273
Qualifications 109, 119, 120, 121, 134, 443, 562
Quality 080, 217, 269, 271, 272, 273, 322, 323, 360, 375, 408, 422, 458, 486, 491, 497, 555, 558, 571
Quality control 280, 301, 358, 384, 416, 427, 428
Quality Endorsed Training Organisation 272, 273
Quality of working life 181
Queensland 236
Questionnaire 112, 231, 232, 233, 234, 235, 236, 237, 238, 259, 261

Railway transport 120
Reading 245, 283
Reark Research 112, 231, 232, 233, 234, 235, 236, 237, 238
Recognition of prior learning 077, 268, 387
Reference work 143
Regional 218, 527, 529, 540
Regional development 194, 195, 196
Rehabilitation 185
Relevance of education 474, 571
Religion 472
Reporting system 031, 380
Research 024, 033, 092, 103, 111, 115, 118, 146, 160, 176, 199, 204, 213, 218, 230, 319, 325, 327, 330, 336, 341, 347, 353, 359, 364, 371, 377, 383, 390, 396, 405, 410, 414, 420, 426, 435, 436, 437, 438, 439, 459, 468
Research and development 266
Research Centre for Vocational and Technical Education 482
Research method 320, 325
Research programme 024, 150
Research project 045, 158, 177, 197, 207
Research report 102, 287
Research study 148, 163, 165
Resource material 079, 272
Retail trade 119
Riverina Institute of TAFE 043, 044
Road transport 120
RTC O-N 502, 503
RTC Oost-Nederland 502, 503
Rumania 446
Rural area 063
Rural community 063, 142, 184, 203, 208, 281
Rural development 208
Rural economy 094
Rural education 260, 279, 280, 281, 284
Rural industry 096, 197, 199
Rural sector 168
Rural sociology 093, 094
Rural student 212, 265
Rural training 346, 543
Rural women 523
Rural youth 168, 381
Rural-urban disparity 212
Russia 346, 389

Safety training 286
Saint Lucia 394
Sampling 033
SAPOL 169
Saudi Arabia 175, 448
School 020, 075, 091, 163, 212, 225, 569
School leaver 143, 168, 557
Schooling 212
Science 212
Scotland 373
SCU 032
Secondary education 264, 312, 316, 340, 441, 443, 461, 522
Secondary school 017, 019, 032, 075, 149, 216, 228, 276, 277, 278, 301, 375, 378, 392, 400, 415, 417, 418, 421, 524, 548, 557, 563
Security guard 256
Self instructional material 026
Seminar 307
Service sector 119
Services 125, 127, 128, 129
Sex discrimination 392
Shared service 019, 032
Sierra Leone 447
Singapore 403, 444, 466, 496
SIT 035, 036, 045
Skill 025, 115, 117, 145, 154, 173, 201, 203, 219, 227, 370, 374, 561
Skill analysis 173, 333, 561
Skill certification 077, 478, 479, 489
Skill development 007, 123, 136, 188, 210, 258, 298, 308, 317, 318, 331, 334, 335, 345, 366, 382, 394, 409, 411, 412, 419, 424, 430, 433, 434, 464, 466, 473, 477, 483, 485, 490, 527, 533, 542
Skill shortage 262, 267
Skilled worker 366, 473
Skills audit 258
Small business 074, 095, 096, 103, 115, 150, 179, 182, 242, 273, 409, 424, 516, 530
Social change 088, 089, 092, 140, 189, 537, 538, 539
Social conditions 145
Social development 207
Social economy 092
Social environment 092, 344
Social policy 140, 213, 226
Socioeconomic background 283
Sociological aspect 379
SOCOG 018
South Africa 447, 457, 458
South Australia 067, 068, 069, 070, 071, 072, 074, 075, 076, 077, 079, 080, 084, 085, 231, 525
South Australia Police 169
Southern Cross University 019, 032
Southern Sydney Institute of TAFE 013, 014, 020
Spain 446, 496
Sri Lanka 448
Staff 250
Staff development 038, 043, 044, 055, 086, 087, 127, 170, 186, 250, 266, 268, 323, 419, 428
Standard 322, 380, 386, 416, 440, 455
Statistical analysis 554
Statistical data 104, 105, 106, 107, 110, 132, 133, 139, 151, 152, 309, 494, 495
Statistical Office of the European Communities 309
Statistics 097, 104, 105, 106, 107, 110, 132, 133, 139, 151, 152, 435, 436, 437, 438, 439, 494, 495, 527, 554
Strategic planning 007, 249, 313, 342, 397, 485, 527, 570
Student 114, 126, 127, 128, 137, 158, 187, 192, 193, 212, 260, 269, 278, 352, 381, 385, 415, 524, 557, 563
Student attitude 032, 212
Student attrition 540
Student centred curriculum 293
Student interests 475
Student mobility 081, 082, 083
Student orientation 352
Student performance 375
Student retention 244
Study 265
Study abroad 285
Study outline 155
Summary 183, 194

Supervisory training 323
Survey 108, 112, 142, 231, 232, 233, 234, 235, 236, 237, 238, 257, 259, 261, 546, 550, 553, 571
Surveyor 395
Sweden 316, 403, 446
Switzerland 446
Sydney Institute of Technology 035, 036, 045
Sydney Organising Committee for the Olympic Games 018
Syria 448

TAFE 001, 009, 011, 015, 018, 019, 020, 030, 032, 034, 035, 036, 037, 045, 046, 047, 048, 081, 082, 083, 085, 100, 108, 112, 118, 125, 126, 127, 128, 129, 142, 191, 193, 223, 224, 228, 231, 232, 233, 234, 235, 236, 237, 238, 240, 242, 248, 259, 260, 289
TAFE college 267
TAFE student 143, 172, 261
TAFE Teacher 048, 176, 223, 224
Taiwan, China 444, 466
Tanzania 447
Task 025
Tasmania 097, 098, 099, 100, 101, 232, 526, 528
Tasmanian State Training Authority 098
TD/SA 54.19 525
Teacher 109, 177, 186, 190, 430, 546, 550, 553, 560
Teacher attitude 332
Teacher training 215, 216, 332, 349, 357, 365, 369, 382, 388, 393, 507, 515, 517
Teaching 025, 033, 042, 230, 422, 560
Teaching and training material 079
Teaching method 318, 320, 332, 348, 351, 415, 430, 462, 464, 536, 567
Team work 027
TEC 476
Technical and Vocational Education Initiative 373, 431
Technical education 216, 240, 241, 254, 310, 315, 362, 397, 398, 399, 401, 403, 407, 412, 417, 478, 482, 490, 496, 507, 512, 515, 517
Technological change 021, 167
Telecommunication 118
Tertiary Preparation Certificate 034
TESDA 490
Testing 478, 479, 544
Thailand 307, 419, 444, 513
Theory 379
Third Moscow Industrial-Pedagogical Technical School 389
Tirelo Setshaba 324
Total quality management 080, 384, 427
TPC 034
TPP/SA 54.01 084
TRA 188
Trainee 022, 134, 151, 152, 180, 182, 278, 380, 557
Traineeship 022, 058, 161, 179, 180, 182, 243, 246, 271, 273, 423, 549
Trainer 109, 186, 190, 215, 565
Trainers manual 323
Training 030, 051, 052, 053, 054, 055, 056, 057, 058, 059, 060, 061, 062, 063, 065, 066, 086, 087, 103, 108, 109, 111, 113, 115, 118, 122, 124, 125, 126, 127, 129, 130, 131, 134, 135, 136, 140, 141, 142, 146, 147, 148, 149, 150, 153, 154, 155, 156, 160, 161, 163, 165, 166, 170, 171, 172, 174, 178, 183, 184, 188, 189, 190, 192, 193, 197, 199, 201, 205, 206, 207, 208, 209, 210, 213, 214, 215, 217, 218, 219, 221, 222, 223, 224, 225, 226, 228, 230, 241, 250, 256, 271, 274, 276, 277, 278, 330, 336, 341, 346, 347, 353, 359, 362, 364, 371, 374, 377, 383, 390, 396, 405, 410, 414, 420, 426, 449, 450, 451, 452, 453, 454, 459, 468, 485, 491, 524, 548, 552, 556, 557, 559, 560, 561, 562, 563, 564
Training activities 131
Training centre 271
Training cost 004, 030, 178
Training course graduate 219
Training efficiency 332
Training employment relationship 071, 074, 305, 307, 310, 335, 337, 338, 339, 361, 369, 394, 400, 402, 406, 461, 463, 532
Training Enterprise Council 476
Training evaluation 286, 302, 380, 470, 545
Training exchange 545
Training institution 311
Training manager 162
Training market 109, 123, 136, 161, 228, 247, 309, 360, 460, 466, 476, 566, 568
Training material 545
Training needs 023, 171, 206, 210, 256, 257, 258, 260, 262, 263, 264, 268, 269, 308, 335, 391, 409, 424, 485, 527, 533, 535, 537, 538, 539
Training needs analysis 099, 131, 174, 263, 264, 472
Training opportunity 161, 302
Training package 119, 120, 121, 127, 272, 275
Training participation rate 046, 104, 105, 106, 107, 110, 132, 133, 135, 244, 342
Training policy 008, 098, 146, 161, 188, 214, 263, 267, 272, 273, 303, 329, 338, 342, 354, 370, 526
Training policy coordination 401, 402
Training programme 023, 123, 149, 225, 252, 311, 470, 472, 531, 545
Training Reform Agenda 188
Training scheme 360
Training system 173, 244, 249, 268, 300, 304, 310, 312, 315, 316, 317, 365, 374, 403, 431, 443, 471, 479, 483, 493
Training within industry 307
Transfer of training 113, 332, 344
Transfer policy 501
Transferable skill 113, 298, 317, 335, 395
Transition from school to work 168, 180, 227, 251, 301, 316, 340, 346, 370, 372, 375, 385, 418, 421, 474, 524, 529, 540, 541, 542, 548
Transport 120
Transport worker 120
Trend 403, 460, 461
Tuen Mun Technical Institute 416
Turkey 448
Tutoring 128, 198
TVEI 373, 431

Uganda 447
UK 296, 297, 298, 299, 300, 301, 303, 319, 320, 321, 322, 323, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 338, 339, 340, 341, 342, 343, 345, 347, 348, 349, 350, 351, 352, 353, 354, 356, 357, 359, 360, 363, 364, 365, 369, 371, 372, 374, 376, 377, 378, 379, 383, 384, 386, 387, 390, 395, 396, 403, 405, 406, 409, 410, 411, 413, 414, 420, 421, 424,

SUBJECT INDEX

426, 427, 428, 430, 431, 432, 442, 443, 446, 459, 464, 468, 469, 472, 476, 483, 485, 486, 489, 492, 497
Unemployed 303, 343
Unemployment 209
UNESCO 507, 513, 514, 515, 516, 518, 519
UNEVOC 508, 509, 510, 511, 512, 514, 515, 516, 518, 519
United Arab Emirates 175
University 008, 019, 020, 032, 035, 081, 082, 083, 114, 153, 155, 159, 163, 170, 191, 228, 284, 492
University graduate 108, 219, 220
Uruguay 445
US 463, 465, 481, 492, 496
USA 308, 318, 385, 392, 445, 455
User choice 156

Value system 280, 355
VEAC 028
Venezuela 445
Victoria 224, 237, 239, 243, 245, 246, 248, 249, 250, 253, 254, 255
Vietnam 444, 482, 513
Visually disabled 040
Vocational counsellor 143
Vocational education 001, 007, 008, 009, 010, 017, 025, 028, 051, 052, 053, 054, 055, 056, 057, 058, 059, 060, 061, 062, 063, 065, 067, 068, 069, 070, 071, 072, 073, 074, 075, 076, 077, 078, 079, 080, 085, 086, 087, 088, 089, 090, 091, 094, 096, 097, 099, 101, 102, 103, 108, 109, 111, 114, 115, 116, 118, 122, 125, 126, 127, 129, 130, 136, 140, 141, 142, 144, 146, 148, 149, 150, 153, 155, 156, 160, 163, 165, 166, 172, 175, 183, 184, 185, 189, 190, 192, 193, 207, 209, 212, 214, 215, 216, 217, 218, 219, 221, 222, 223, 224, 225, 226, 228, 230, 240, 241, 242, 247, 248, 249, 250, 253, 256, 257, 259, 260, 261, 265, 266, 269, 270, 272, 273, 274, 276, 277, 278, 304, 310, 312, 315, 319, 327, 330, 335, 336, 341, 344, 347, 348, 353, 359, 361, 362, 364, 371, 375, 377, 382, 383, 389, 390, 392, 394, 396, 397, 398, 399, 400, 405, 406, 407, 410, 411, 412, 414, 417, 420, 425, 426, 441, 449, 450, 451, 452, 453, 454, 459, 460, 463, 468, 482, 493, 496, 499, 500, 501, 504, 506, 507, 508, 509, 510, 511, 512, 515, 517, 518, 519, 520, 524, 526, 527, 532, 542, 552, 556, 557, 559, 560, 561, 562, 563, 568, 569, 570
Vocational guidance 372, 481
Vocational preparation 301
Vocational teacher 114, 117, 177, 192, 215, 216, 230
Vocational training 004, 007, 009, 010, 017, 067, 068, 069, 070, 071, 072, 073, 074, 075, 076, 077, 078, 079, 080, 084, 085, 090, 091, 093, 098, 102, 115, 116, 185, 242, 243, 247, 248, 249, 250, 251, 252, 253, 255, 256, 257, 259, 260, 261, 263, 265, 267, 269, 270, 271, 272, 273, 305, 306, 309, 314, 316, 337, 366, 391, 394, 443, 460, 463, 471, 488, 493, 499, 504, 520, 525, 526, 527, 532, 533, 568, 569, 570
Volunteer 018

Wage 400
Wagga Wagga College of TAFE 043
Wales 349
Western Australia 235, 256, 270
Western Australia. Dept of Training 256, 260, 270
Western Institute of TAFE 030
Women 038, 051, 052, 053, 054, 055, 056, 057, 058, 059, 060, 061, 062, 104, 124, 170, 288, 343, 388, 521
Womens education 051, 052, 053, 054, 055, 056, 057, 101, 288
Womens organisation 288
Womens studies 288
Woodworking 013
Work attitude 027
Work environment 021, 183, 368
Work experience 003, 159, 303, 340, 363, 382, 421, 423, 429, 522
Work organisation 368, 378
Work performance 387
Work preparation 370, 474
Worker 114
Workplace 065, 113, 183, 264, 380
Workplace education 027, 086, 087, 111, 115, 117, 123, 125, 130, 150, 164, 167, 198, 205, 299, 303, 331, 339, 350, 356, 358, 418, 473, 485, 486, 524, 539, 542, 565
Workshop 205
World Wide Web 087, 266

Youth 015, 105, 180, 182, 209, 350, 375, 449, 450, 451, 452, 453, 454, 470, 483, 528
Youth employment 168, 251, 465
Youth programme 431
Youth Training Scheme 363
Youth unemployment 168, 465, 528

Zimbabwe 447

NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH LTD

Vocational Education & Training Research Database

BEST COPY AVAILABLE

417

Number 38 December 1998 TD 55

Vocational Education & Training Research Database

Number 38

December 1998

Compiled and edited by
Sarah Hayman, Jeanne MacKenzie, Heather Adams
and Lea-ann Harris

Quality Endorsed Company

© 1998 National Centre for Vocational Education Research Ltd (NCVER)
A.C.N. 007 967 311

Single copies may be made by TAFE authorities without restriction.

ISSN 1441 - 7553

Database compiled by:
National Vocational Education and Training Clearinghouse Information Network.
The database is indexed using the APSDEP Thesaurus.
Web version: http://www.ncver.edu.au/voced.htm

Published by:
NCVER Ltd, 252 Kensington Road, Leabrook 5068, South Australia.

Frequency:
Quarterly issues per year: March, June, September, December.

Sales and subscriptions:
NCVER (08) 8333 8400 or Freecall 1800 009 966

CONTENTS

National, State, Territory and polytechnic clearinghouse addresses iv

Introduction v
Network of clearinghouses v
Objectives of the National Clearinghouse Information Network vi
Types of material and information accepted by the Clearinghouse vi
How to locate documents or information vi
How to contribute to the National Clearinghouse vi
Clearinghouse Document Request Form vii
Projects in Progress Submission Form viii
Clearinghouse Documents Submission Form ix
Samples of entries x

Focus on . . . 1

Document entries 11
Australian Capital Territory 11
New South Wales 14
Queensland 23
South Australia 24
Tasmania 28
National Centre for Vocational Education Research 38
Victoria 73
Western Australia 77
Australian National Training Authority 79
Council of Adult Education 81
New Zealand 83
INTERNATIONAL 84
UNEVOC 158

Projects in progress entries 163
ACT; SA; NCVER

Indexes 167
Title 167
Author 179
Corporate author 182
Subject 184

420

NATIONAL, STATE, TERRITORY AND POLYTECHNIC CLEARINGHOUSE ADDRESSES

Australian Capital Territory Clearinghouse
Canberra Institute of Technology
Library, Southside Campus
GPO Box 826
Canberra City 2601
Ph: (02) 6207 4810
Fax:(02) 6207 4805
Email: heather.carter@cit.act.edu.au

NSW TAFE Clearinghouse
Open Learning Library and Information Service
Level 1, 51 Wentworth Road
Strathfield NSW 2135
Ph: (02) 9715 8294
Fax:(02) 9715 8292
Email: julie.avery@tafensw.edu.au

Northern Territory TAFE Clearinghouse
Library, NTU
PO Box 41246
Casuarina NT 0811
Ph: (08) 8946 7173
Fax:(08) 8945 1317
Email: bev@library.ntu.edu.au

Queensland TAFE Clearinghouse
Open Learning Institute of TAFE
GPO Box 1326
Brisbane Qld 4001
Ph: (07) 3259 4171
Fax:(07) 3259 4349
Email: olilibrary@vettweb.net.au

South Australian TAFE Clearinghouse
Adelaide Institute of TAFE LRC
GPO Box 1872
Adelaide SA 5001
Ph: (08) 8207 8653
Fax:(08) 8207 8434
Email: traceyde@tafe.sa.edu.au

Adult & Community Education (ACE) Clearinghouse
Council of Adult Education
256 Flinders Street
Melbourne Vic 3000
Ph: (03) 9652 0752
Fax:(03) 9654 6759
Email: PETERF@cae1.cae.edu.au

UNEVOC Clearing House
OLIMCH
Adelaide Institute of TAFE
GPO Box 1872
Adelaide SA 5001
Ph: (08) 8207 8634
Fax: (08) 8207 8434
Email: joannage@tafe.sa.edu.au

Tasmanian TAFE Clearinghouse
Office of Vocational Education & Training
GPO Box 169B
Hobart Tas 7001
Ph: (03) 6233 7118
Fax:(03) 6233 4585
Email: library@dvet.tas.gov.au

Victorian TAFE Clearinghouse
OTFE Resource Centre
Office of Training & Further Education
PO Box 266D
Melbourne Vic 3001
Ph: (03) 9637 2639
Fax:(03) 9637 2470
Email: Peter.Ring@dse.vic.gov.au

Western Australian V.E.& T Clearinghouse
Library and Information Service
WA Department of Training
1 Prospect Place
West Perth WA 6005
Ph: (08) 9227 3294
Fax: (08) 9227 3355
Email: Fitzpm@PROSPECTPL.training.wa.gov.au

National Vocational Education and Training Clearinghouse
National Centre for Vocational Education
Research (NCVER)
252 Kensington Road
Leabrook SA 5068
Ph: (08) 8333 8443
Fax:(08) 8331 9211
Email:sarah@ncver.edu.au

New Zealand Polytechnic Clearinghouse
Auckland Institute of Technology
Private Bag 92006
Auckland 1020 New Zealand

Ph: (64-9) 307 9999
Fax:(64-9) 307 9996
Email: janet.powell@ait.ac.nz

Australian National Training Authority
Library
GPO Box 3120
Brisbane Qld 4001
Ph: (07) 3246 2300
Fax: (07) 3246 2490
Email: toddt@anta.gov.au

INTRODUCTION

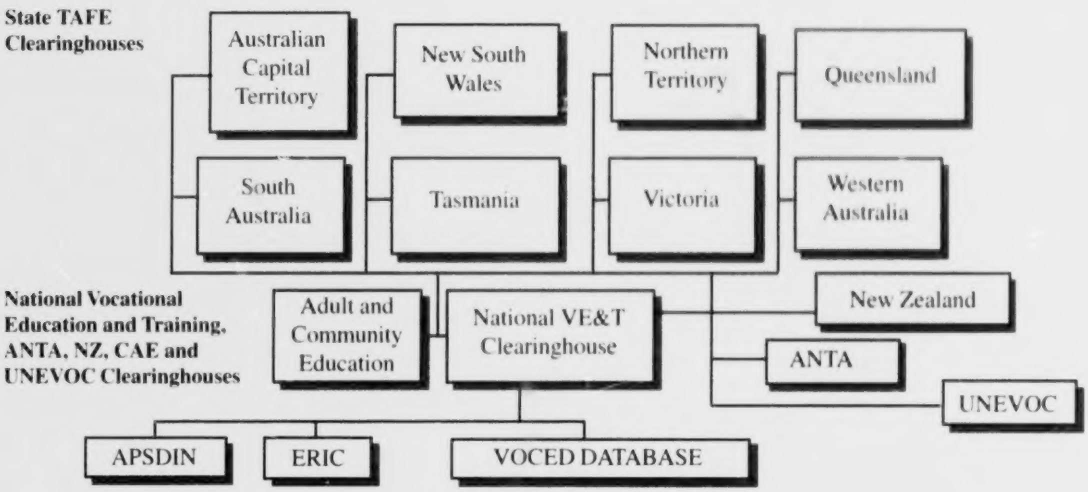
BACKGROUND

The National Vocational Education and Training (NVE&T) Information Network system was established by the Conference of Directors of Technical and Further Education in November 1978 as the "National TAFE Clearinghouse". The six Australian State and two Territory Clearinghouses, linked together by the National Clearinghouse, were made responsible for accessioning documents by and about TAFE and Training organisations and facilitating access to copies of these documents in response to requests. The National Clearinghouse became responsible for co-ordinating the system and in particular for disseminating the information to the TAFE and Training network in the form of a machine readable database and a printed copy. Late 1991 the Clearinghouse was renamed the **National Vocational Education and Training Clearinghouse** to reflect the broader scope of the service. Late 1992 New Zealand joined the Clearinghouse information network, broadening the geographical base of the information access.

The **Vocational Education and Training Research Database** is the present Clearinghouse product. Its predecessors, **Initiatives in Technical and Further Education** and **TAFE Projects in Progress** ceased publication in 1989. The type of information found in these two publications is now merged into the one database. To this is added internationally relevant information on vocational education and training, obtained from various sources, including information received from the Asian and Pacific Skill Development Information Network (APSDIN) of the International Labour Office (ILO), of which the National VE&T Clearinghouse is the Australian node. The National Clearinghouse sends Australian vocational education information to APSDIN for inclusion into the regional database, thus enhancing the information flow in vocational education in the Region. The international material is combined in the APSDIN or INTERNATIONAL section. The VOCED database is available in hard copy, on datadiskette using the **CDS/ISIS MicroISIS** software and the Internet (http://www.ncver.edu.au/voced.htm).

Links with other Clearinghouses, such as the Educational Resources Information Centre (ERIC), have been established.

The diagram below illustrates the relationship of the National Vocational Education and Training Information Network.


State TAFE Clearinghouses
Australian Capital Territory
New South Wales
Northern Territory
Queensland
South Australia
Tasmania
Victoria
Western Australia
National Vocational Education and Training, ANTA, NZ, CAE and UNEVOC Clearinghouses
Adult and Community Education
National VE&T Clearinghouse
New Zealand
ANTA
UNEVOC
APSDIN
ERIC
VOCED DATABASE

Objectives of the National Vocational Education & Training Clearinghouse Information Network are to:

- provide enhanced access to national and international vocational education and training information
- encourage initiatives in vocational education and training
- provide the opportunity for publications and research information produced by TAFE and Training staff to be disseminated on a national and international basis
- provide avenues for the publication and dissemination of information about research in progress
- prevent the duplication of research activities by providing a central information resource about vocational education and training research
- deliver the information in the most convenient, cost-effective method
- continually monitor, test and evaluate new ways of disseminating information.

Types of material and information accepted by the National Clearinghouse

- research reports; technical reports
- evaluation studies; feasibility studies
- curriculum materials (these may include syllabus documents; student materials; textbooks; teacher's guides; audio visual materials; tests, etc.)
- policy documents
- questionnaires; survey results
- workshop/seminar/conference proceedings
- theses; teacher contracts
- bibliographies; catalogues
- information on research and projects in progress
- relevant journal articles

How to locate documents or information

Once references are located via the indexes, requests for documents where the records show the **TD/** (TAFE/Training document) identifier (e.g. TD/TNC 19.01) should be directed to the source listed in the **Availability** field of the record. This is usually the State/Territory/National Clearinghouse from where the material originated.

Where records show the **TPP/** (Training Project in Progress) identifier (e.g. TPP/TAS 19.01), further information regarding the listed project can be obtained by contacting the author/project co-ordinator at the given address.

Records giving the **APSDIN** and/or **INT** identifier show the availability details of the document in the reference.

How to contribute to the National Clearinghouse

You may contribute to the database by forwarding to the State or Territory/National Clearinghouse Officer a Clearinghouse Document Submission form (see page ix) and **two** copies of your document. Additional copies of this form may be obtained from your Clearinghouse Officer, or photocopied from the sample.

To contribute information on research or projects in progress, please complete a copy of the appropriate form (see page viii), and send this to your Clearinghouse Officer. Please photocopy this form as necessary, or request additional copies of this form from your Clearinghouse Officer.

CLEARINGHOUSE DOCUMENT REQUEST FORM

- Before requesting a document through the Clearinghouse System, check first whether it is held by your local TAFE or Polytechnic College library or institutional library.
- Some documents may be available on loan from your Clearinghouse, or you may apply through your College library or institutional library for an Interlibrary loan.
- Where stated, Clearinghouse documents may be obtained by completing and forwarding this Clearinghouse Document Request Form addressed to the *National (Australian or New Zealand), State or Territory Clearinghouse* from where the document originated.
- Where author(s) or institution(s) are cited in the Availability category of the Document Entry, apply directly to these at the address shown.
- Photocopies of this form may be used for requests for documents.

NATIONAL VOCATIONAL EDUCATION AND TRAINING
CLEARINGHOUSE INFORMATION NETWORK

DOCUMENT REQUEST FORM

TD NO ______________________________

AVAILABILITY (as shown in document entry) ______________________________

____

____

AUTHOR(S) ______________________________

TITLE ______________________________

____

AVAILABLE FORMAT: **Interlibrary loan** ☐ **Photocopy** ☐ **Microfiche** ☐

PRICE (if purchasing) ______________ No. OF COPIES ______________

REQUESTED BY ______________________________

POSITION ______________________ DATE ______________

ADDRESS ______________________________

____

TELEPHONE ______________

FACSIMILE ______________

PLEASE FORWARD THIS FORM TO THE APPROPRIATE
NATIONAL/STATE/TERRITORY CLEARINGHOUSE

NATIONAL VOCATIONAL EDUCATION AND TRAINING CLEARINGHOUSE

PROJECTS IN PROGRESS SUBMISSION FORM

Prepared by: ....

Phone (   ) ....
Fax (   ) ....
Email address:

Please return to:
Ms Sarah Hayman
National Centre for Vocational Education Research
252 Kensington Road
LEABROOK SA 5068.
Phone: (08) 8333 8443

PROJECT REFERENCE NO. (Office use only)

PROJECT TITLE:

CONTACT PERSON (s):

ADDRESS AND PHONE NUMBER(s):

PROJECT STATUS:
(please circle one) Planned Current Ongoing

PROPOSED COMPLETION DATE:

ESTIMATED COST OF PROJECT:

REMARKS: (e.g. suggested keywords, aim of project, materials to be produced by the project, other relevant information)

DOCUMENTS SUBMISSION FORM

NATIONAL VOCATIONAL EDUCATION AND TRAINING CLEARINGHOUSE INFORMATION NETWORK

Please forward completed form together with TWO COPIES of the document to: Ms Sarah Hayman, National V.E. & T. Clearinghouse, 252 Kensington Road, Leabrook S.A. 5068, or your local National, State or Territory Clearinghouse.

TITLE: *(as cited on title page of document)*

PUBLICATION DATE:

AUTHOR(S): *(personal or corporate)*

PUBLISHER: *(e.g. Institution)*
ADDRESS:

PLACE OF PUBLICATION:

SERIES: *(e.g. Discussion paper no.13)*

ABSTRACT: *(brief description not exceeding 150 words. Include purpose, type of study, research sample, source treatment and presentation of data, findings, conclusions, special features, etc.)*

NUMBER OF PAGES, NOTES, ETC:

SUGGESTED KEY WORDS: *(e.g. subjects, places, names)*

CONTACT PERSON:
ADDRESS:

FAX No: **TELEPHONE No:**

NUMBER OF COPIES AVAILABLE TO CLEARINGHOUSE:
COST OF PUBLICATION: $

One of the chief roles of the National Vocational Education and Training Clearinghouse Information Network is to distribute copies of documents lodged. This requires the author(s) to give to the Clearinghouse permission to reproduce and distribute the document, by signing the release below. Authors not wishing to grant this permission will become responsible for distribution, and accordingly, requests for copies of the document will be directed to them.

PERMISSION OF AUTHOR(S)

I/We hereby grant permission to the National Vocational Education and Training Clearinghouse Information Network to reproduce and distribute this document as required.

SIGNATURE OF AUTHOR(S): **DATE:**

Sample of Document Entry

01343	MFN (Master File Number)
TD/QLD 18.03	TAFE Document number
Baxter, E. P.	Author(s)
Excellence in teaching: professional development in technical and further education	Title
Brisbane: Dept of Employment, Vocational Education and Training, Div of Operational Performance, 1988, 75p.	Publisher, date of publication, pagination
Vocational teachers' reactions to the implementation of an Excellence in Teaching staff development program were analysed in technical and further education developed by the Australian Council for Education Research (Fordham and Ainley, 1980) was used to assess the impact of the Excellence in Teaching program. Although the overall impact of the staff development program was positive, specific areas were identified by workshop participants and other key individuals which could benefit from further attention in subsequent programs. Recommendations for future ET programs are put forward.	
Keywords: Staff development; Technical education; Vocational teacher; Performance appraisal; Teaching.	Descriptors/Keywords/Identifiers
Available from: Queensland TAFE Clearinghouse, Open Learning Institute of TAFE, GPO Box 1326, Brisbane, Qld 4001. MFiche free.	Availability/Source

Sample of a Project Entry

01357	MFN (Master File Number)
TPP/TNC 18.01	Project in Progress number
Hall, William.	Contact person
Monograph series: Getting to grips with ...	Project title
This projected series of monographs aims to cover topics of important and current interest. The first two titles will cover: Skills auditing and competency based training and assessment. These monographs are intended mainly for TAFE teachers.	Summary of project
Project Status: Current. Cost: $37,000 for first two titles (DEET).	Project status and cost
Keywords: TAFE; Vocational education; Training; TAFE teachers; Competency based training; Skill.	Descriptors/Keywords/Identifiers
Project Contact address: National Centre for Vocational Education Research (NCVER) 252 Kensington Road, LEABROOK, S.A. 5069 (08) 8333 8400	Contact address

FOCUS ON . . .

RETURNS ON INVESTMENT IN TRAINING

A search in the VOCED database reveals a growing number of publications on research into the return to enterprises from their investment in vocational education and training. The terms to use when searching for relevant information in the database are: *benefit; benefits; cost benefit; cost benefit analysis; expenditure; return; returns; training cost; investment.*

This research looks at a range of enterprises, of different sizes and with differing levels of investment in VET. One of the key publications on this topic is a review, undertaken in 1997, of recent research in the area. The review, *Returns to enterprises from investment in VET*, was written by Stephen Billett and Maureen Cooper. The authors raise a number of questions, in relation to investment and to returns:

- How does the different level of training investment required by enterprises influence their commitment to training?
- What is the impact on national VET when publicly funded VET arrangements favour particular industries?
- What are the long-term national consequences of investment in training which is at a low level and is enterprise specific?
- How can the burden of the development of skills required for national goals best be shared to encourage the investment in skill development by enterprises?
- How best can we overcome barriers which inhibit investment in training by small business?
- If low levels of investment in training by small business continue, what approaches need to be implemented to maintain and increase the nation's quantum of training activity?

The authors conclude that further work is required to determine the consequences of the uneven level of investment that is required of enterprises, and that there are gaps in finding appropriate strategies to encourage broader participation by both large and small enterprises. Strategies are needed to change the perception of training within small business.

Since the review was undertaken, other research has addressed such issues as:

- how and why enterprises train their employees
- effects of financial incentives offered to employers to recruit entry-level apprentices
- impacts on profitablilty in agriculture of education and training
- how attention to employee satisfaction through training and development helps small businesses maintain a competitive edge
- the costs and returns of apprenticeship training to employers, youth and government
- who pays for and who benefits from small business retail training?
- what are the attitudes of small businesses to training?
- why are employers not investing in training?
- would skill support services be more useful than training in some cases for meeting the skills needs of small businesses?

A recent article in the *Australian Training Review*, no. 28 by Edmund Misson (TD/TNC 55.115), suggests that training can deliver a variety of benefits to employers across a variety of situations, but that what is needed now from the research is more hard evidence on the impact of training in Australia.

Following is a selection of articles, reports and papers taken from the VOCED database, which deal with this topic, including those mentioned above. All may be obtained through the National Vocational Education and Training Clearinghouse, either on interlibrary loan, as photocopies or in some cases by purchase. An availability statement in each entry gives the source of the full document.

FURTHER READING

TD/TNC 38.11
Economics of vocational education and training in Australia: a review of recent literature.
Brisbane: ANTA, 1994. 79 p.
(Occasional paper (Australian National Training Authority), 94/2)

This review was prepared for ANTA by the Centre for the Economics of Education, Monash University, in cooperation with ACER. It reviews literature and data relating to the economics of vocational education and training in Australia. It considers: the macro changes in employment in Australia and how they might relate to VET; changes in the economy at a more micro level and in particular the effect of modifications to work organisation and structural change on skill requirements; the effect of economic change on equity and the implications for VET; efficiency of VET, its costs and outcomes; the financing of VET and its relationship to the development of a training market.

Keywords: Vocational education; Training; Australia; Literature survey; Training market; Economics; Australian National Training Authority; Monash University. Centre for the Economics of Education.
ISBN: 0724258566

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Interlibrary loan. Quote: 370.1130994 ECO.

TD/TNC 40.01
Australian National Training Authority. Research Advisory Council. (ANTA)
Research priorities in vocational education and training - a discussion. Research Priorities in Vocational Education and Training, A Discussion, Sydney, 20-22 April, 1994.
Adelaide: National Centre for Vocational Education Research, 1994. 304 p.

This is a re-publication by NCVER of the papers (this time including responses) from this conference, hosted by ANTA's Research Advisory Council, and held in Sydney in April 1994. The conference provided a forum for discussion on research into work and learning and was an opportunity for the interaction of researchers, educationalists and other specialists across a range of disciplines to debate research needs, focusing on policy. The papers are in six sections as follows:

(1) Research into small business (Women in small business - L. Still; Research priorities for small business - R. Callus; response by K. Schofield);
(2) Research into the needs of special groups (Priorities for special groups - J. Elkins; The needs of special groups - M. Valadian and N. McNamara; response by R. Wickert);
(3) Research into quality assurance and vocational education and training (Process quality control - T. Pettigrew; Quality assurance and VET research - J. R. O'Connor; response by S. Sielaff);
(4) Research into costs and benefits of vocational education and training (Who costs, who benefits? - A. Yeatman; Costs and benefits of VET - J. Sloan; response by B. Chapman);
(5 Research into vocational education and training and the economy (VET and the economy - L. Maglen; The rationale for government's role in VET - V. Fitzgerald; response by G. Woodburne);
(6) The context of research in Australia (The Australian Research Council - M Brennan; VET in the context of research in Australia - M. Pitman; Education and training and research in Australia - E. Mayer; response by T. Moran).

The earlier limited edition of these papers (without responses) is in the Clearinghouse at TD/TNC 38.58. See also TD/TNC 38.52-57 for descriptions of the individual papers in their sections.

Keywords: Research; Research needs; Vocational education; Educational research; Training; Conference.
ISBN: 0863971679

AVAILABLE FROM: Orders Dept, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Price $35.00.

Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

TD/TNC 41.47
Steinke, Aden.
Economic value of TAFE provision.
Sydney: NSW TAFE Commission, Planning and Evaluation Unit, 1994. 3 v.

This study aimed to find out whether the benefits or return from investment in vocational education and training could be quantified in dollar terms. An analytical model was modified to suit application to existing Australian data, the Australian Bureau of Statistics (ABS) 1990 survey of income and housing costs and amenities. The author suggests that the task of estimating the return from training investment would be enhanced if a longitudinal study were conducted of TAFE graduates. The two separate appendices contain the analyses of ABS data.

Keywords: TAFE; Economics; Training market; Cost benefit analysis; Technical and Further Education Commission (N.S.W.). Planning and Evaluation Unit.
AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Interlibrary loan.

TD/TNC 43.06
Wooden, Mark; Baker, Meredith.
Small and medium sized enterprises and vocational education and training.
Adelaide: National Centre for Vocational Education Research, 1995. xii, 213 p.

The main objective of this study is to examine the training practices and needs and skills structures in small and medium sized enterprises (SMEs). Its six specific objectives are: to compare the skills profiles of firms by firm size (after controlling for industry); to describe the training practices of SMEs and compare these practices with that of big business; to identify how the approach taken to decision-making in the training area varies with enterprise size; to examine the factors that influence training and to identify how these factors differ with enterprise size; to identify obstacles to the provision of training and how such obstacles vary in importance with enterprise size; to draw implications from the research for VET delivery with respect to better meeting the needs of SMEs.

Keywords: Small scale industry; Training; Training needs; Skill development; Training within industry; National Institute of Labour Studies; National Centre for Vocational Education Research; NILS; NCVER; TPP/TNC 40.07; TPP/ANTA 41.52.
ISBN: 0863973434
AVAILABLE FROM: Orders Dept, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Price: $49.95.

TD/TNC 45.03
Guthrie, Hugh; Barnett, Kate; Polvere, Cristina.
Training and enterprise bargaining.
Adelaide: National Centre for Vocational Education Research, 1996. x, 52 p.

This report examines the background to enterprise bargaining and training in the workplace; looks at the role of enterprise bargaining in determining training arrangements; considers issues raised; and draws conclusions from the study.

Keywords: Collective bargaining; Enterprise; Workplace; Labour relations; NCVER.
ISBN: 0863973752
AVAILABLE FROM: Orders Dept, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: (08) 8333 8400; Fax: (08) 8331 9211. Cost: $19.95

TD/TNC 45.53
McLendon, Emory; Catts, Ralph; Forlin, Chris.
Testing the ROI principle.
IN: Australian training review, (19), June/July/August 96, p. 28-29.

Training programs are being judged according to whether they show a return on investment (ROI). The authors, who are commercial trainers, discuss: (1) the need to convince employers that staff require training in "people skills" as well as in "product or technical skills"; (2) the issues which arise among the employer, the training provider, and the funding agency when a training program is being negotiated.

Keywords: Training cost; Workplace education; Training evaluation; Communication skill; Business skill; Self development; Queensland; TAFE; ANTA; University; Training Reform Agenda; Planning of training; TD/TNC 47.50.

ISSN: 1037-3292
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: (08) 8333 8400 Fax: (08) 8331 9211. Photocopy available.
Other sources: TAFE and other training institution libraries may hold this magazine.

TD/TNC 46.03
Misko, Josie; Moy, Janelle; Colless, Don; Ward, Patricia; Hansford, Brian; Gerber, Rod; Lankshear, Colin.
Work-based training. Volume 1, Costs, benefits, incentives and best practice.
Adelaide: National Centre for Vocational Education Research, 1996. vii, 154 p.

The aim of this study was to report on:
(1) the costs and benefits of work-based training for the employer and the person in training;
(2) incentive arrangements' effectiveness in expanding work-based training;
(3) best practice exemplars in training management and delivery.

Data was collected via a postal questionnaire to companies around Australia as well as interviews with selected trainers and employers in NSW, Queensland, and SA. It was found that small companies favour informal, on-the-job training, while medium and large companies are more likely to provide formal training. Overall, almost half of the companies which participated in this study reported major improvements in the quality and quantity of on-the-job training. Some are using competency-based training and assessment methods. These changes seem to be a response to a commitment to quality improvement and the need to comply with occupational health and safety legislation. However, these changes are occurring at a much slower rate than was initially expected under the national training reform agenda

The case studies give information on the costs and benefits of training as well as effective strategies for developing, delivering, and evaluating training programs. Their findings are given in this volume, while the full case studies comprise volume 2 (see TD/TNC 46.04). Includes bibliography; includes employer survey questionnaire.

Keywords: Literature survey; Case study; Training cost; Training efficiency; Workplace education; Planning of training; Training management; Best practice; TD/TNC 46.04; NCVER.
ISBN: 0873974026
AVAILABLE FROM: Orders Dept, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211. Cost: $34.95.

TD/TNC 48.03
Catts, Ralph ... [et al.].
Validating training benefits in the workplace.
Toowoomba, Qld: Vocational Education and Training Research Institute (VETRI), University of Southern Queensland, 1996. iv, 115 p.

This project focused on the evidence of the value to small-to-medium enterprise (SME) owners of investing in staff training and on identifying and describing conditions under which a return on investment could be demonstrated. Researchers used a customer service model, based on these components: "tangibles", "reliability", and "personal attention". Studied were 4 retail business in southeast Queensland. Recommendations covered measures of productivity benefits, learner-centred training, and training models. Staff competencies identified by the 4 businesses were appended.

This project was funded by the ANTA Research Advisory Council. Client satisfaction and staff questionnaires appended.

Keywords: Client satisfaction; Small scale industry; Staff development; Training within industry; Training; On-the-job training; Evaluation; Case study; TPP/ANTA 41.72; National project; ANTA funded project.
ISBN: 0909756082
AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan. Quote: 331.2592 CAT.

TD/VIC 49.09
Return on training investment: development of enterprise frameworks.
Melbourne: Office of Training and Further Education, 1997. 64 p.

Making the right training investment decision is a critical part of the effective development of world-class, Australian enterprises. The development of decision-making and assessment frameworks for use by individual companies is critical. The project team for this report has developed a practical framework that enterprises can use to assess the returns on their investment in training and to inform enterprise decision making with respect to training. The project team worked closely with several companies in order to test the framework and to report on some of their experiences in this document. The framework has been designed for use by training professionals, human resource development staff, and other company personnel who ave an interest in the evaluation to determine the investment returns derived from training.

Keywords: Training evaluation; Training; Training cost; Planning of training; Workplace education; Investment; Organisation development; ANTA funded project; TPP/ANTA 41.05.
ISBN: 0731105435
AVAILABLE FROM: Resource Centre, Office of Training and Further Education, PO Box 266D, Melbourne Vic. 3001. Ph: (03) 9628 2447. Cost: $10.00.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D, Melbourne Vic. 3001.

TD/TNC 50.77
Dockery, A. M.; Koshy, Paul; Stromback, Thorsten.
Centre for Labour Market Research. (CLMR)
Cost to employers of apprenticeship training in Australia.
Murdoch, W. A.: WA Centre for Labour Market Research, 1996. 21 p. (CLMR discussion paper, 96/9)

The Centre for Labour Market Research (CLMR) currently is undertaking a research program into the cost and returns of apprenticeship training to employers, youth, and government. The distribution of those costs and returns will have a major impact on the level of training provided by firms and on the level of participation by youth. Distribution also has implications for how policy might stimulate greater training investment. However, there is little evidence on how apprentice training is financed in Australia.

This paper provides a summary of the preliminary findings of 50 case studies of employers of apprentices, covering 8 major trade categories. Those categories were: metals, electrical, building, printing, vehicle, food, horticulture, and hairdressing. It was found that many firms make a substantial investment in training an apprentice, particularly in the initial years. Those findings and findings from the CLMR's wider research program are used as a basis for discussion of implications for current apprenticeship training issues. This project was supported by ANTA and by the Western Australian Department of Training. Includes references; list of CLMR discussion paper series.

Keywords: Training cost; Apprenticeship; Training policy; Case study; National project; ANTA funded project.
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.
Other sources: Secretary, CLMR, Curtin University of Technology, GPO Box U1987, Perth WA 6845.

TD/TNC 51.03
Billett, Stephen; Cooper, Maureen.
Returns to enterprises from investment in VET.
Adelaide: NCVER, 1997. 31 p. (Review of research)

This report is an analysis of current and recent research concerning returns to enterprises from investment in vocational education and training (VET). There is a summary of recent and current research and a discussion of the research and analysis methodology. The body of the report looks at how the reviewed research has contributed to knowledge around the topic, and identifies areas which have been well or adequately researched, areas which have been researched but where more or better research is needed, and areas where no research has yet been done.

Keywords: Vocational education; Vocational training; Industry; Enterprise; Investment; Training cost; Skill development; NCVER.
ISBN: 0873974379
AVAILABLE FROM: Distribution Officer, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8416; Fax: +61 8 8331 9211. Cost: $15.00 plus postage.

TD/TNC 51.91
Kilpatrick, Sue.
Education and training: impacts on profitability in agriculture.
IN: Australian & New Zealand journal of vocational education. Vol. 5,(2), November 1997, p. 11-36.
This paper examines the relationship between farm business profit and formal and nonformal education and training. This study found that large and small farm businesses managed by those with formal, accredited agricultural education are more profitable than other farm businesses with similar asset value. The evidence suggests that those farm managers with non-agricultural post school qualifications may devote time and effort to earning off farm income at the expense of farm profit. Another finding is that more profitable farm businesses participate in more training than other farm businesses. The study uses data from a large Australian sample of farm businesses from the Australian Bureau of Statistics Agricultural Financial Survey 1993-4.
Keywords: Formal education; Nonformal education; Formal training; Farming; Agricultural education; Investment; Income; Cost benefit analysis; Australian Bureau of Statistics.
ISSN: 1039-4001
AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

TD/TNC 51.97
Centre for Labour Market Research.
Evaluation of the impact of financial incentives on the recruitment of entry level trainees.
Canberra: DEETYA, 1997. 119 p. (EMB report 3/97)

This is the final (and only) report of a two stage project on the effects of financial incentives on employers' decisions to recruit apprentices and trainees, and more specifically, the role that the Commonwealth Rebate for Apprentice Full-time Training (CRAFT) and Australian Traineeship Scheme (ATS) subsidies (provided through DEETYA) play in recruitment decisions. The methodology is reported, outcomes discussed and major conclusions are presented.

Keywords: Evaluation; Finance; Recruitment; Apprentice; Trainee; Entry level training; Employer; Training cost; Subsidy; Case study; DEETYA; Evaluation and Monitoring Branch; EMB.
ISBN: 0642236860
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

TD/SA 52.18
Rowden, Robert.
How attention to employee satisfaction through training and development helps small business to maintain a competitive edge: a comparative case study.
IN: Australian vocational education review. Vol. 4,(2), October 1997, p. 33-41.

This paper examines the role of training in enterprises and in particular its capacity to assist enterprises in maintaining a competitive edge. Focusing on small manufacturing enterprises, this study identifies a series of characteristics of successful and durable enterprises and then captures the role that training plays in those enterprises' activities. The six common characteristics include: (1) belief in people as the primary source of competitive advantage; (2) concern for employee well-being; (3) belief that investment in employee development yields a return; (4) meaningful employee involvement; (5) open communication channels; and (6) proactive leadership and direction from the top.

Keywords: Vocational education; Vocational training; Small scale industry; Employees attitude; Job satisfaction; Job enrichment; Case study.
ISSN: 1321-3954
AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: (08) 8207 8653; fax: (08) 8207 8434. Photocopy available.

TD/TNC 54.22
Hase, Stewart; Malloch, Margaret; Cairns, Leonard.
Capable organisations: the implications for vocational education and training.
[Adelaide]: NCVER for the Australian National Training Authority, 1998. 57 p.

This is the report of a research project (TPP/ANTA 49.15) designed and carried out to examine the question: what is existing best practice in the development of Capability in Australian organisations? A three stage process was used. The first stage was an extensive literature review. The second stage involved case studies of Australian organisations including semi-structured, face-to-face interviews with 79 staff in 10 different organisations. The third stage involved an extensive Search Conference which examined the implications of various findings particularly for the vocational education and training sector.

Keywords: Training programme; National project; Organisational change; Training market; Workplace education; Skill development; Competence; On-the-job training; Best practice.
AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

TD/TNC 54.77
Smith, Andrew.
Creating a training culture. 7th Annual VET Researchers Conference, Charles Sturt University, Wagga Wagga, NSW., 14-17 July 1998.
1998. Unpublished. 4 p.

This presentation reports briefly on a project carried out by the Group for Research in Employment and Training (GREAT) at Charles Sturt University in collaboration with the Research Centre for VET at the University of Technology, Sudney (UTS). This project conducted an in-depth investigation of how and why Australian enterprises train their employees, using a national survey and 42 case studies which the author suggests provided a clear picture of the elements of a successful training culture.

Keywords: Training; Culture; Expenditure; Enterprise; Training cost; Conference paper.
AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

TD/TAS 55.01
Tasmania. Dept of Vocational Education and Training. Small Business
Professional Development Best Practice Program. (DVET)
Small Business Professional Development Best Practice Program: Tasmania: final report.
Hobart: DVET, 1997. [75]p.

In 1995 small businesses comprised 97.1 percent of all businesses in Tasmania and employed over 56 percent of the private sector workforce. Small businesses have traditionally been reticent to embrace a training culture. Coopers and Lybrand (1994) made the observation that small business operators believe that training:

- is not relevant
- is too theoretical
- is not industry specific, or
- does not provide benefits.

The aims of the Small Business Professional Development Program, have been to:

- find ways of providing relevant quality professional development to small business to enable them to select appropriate training and to train their own staff
- build on the 1995 AVTS Professional Development program and be complementary to the Australian National Training Authority (ANTA) National Transition Program for 1996.

Some of the outcomes of the project have been to:

- develop and trial principles of good practice when delivering workplace assessor courses to small businesses
- advance the role of government in promoting long term small business viability through training
- show by example the value of quality, widespread communication between all stakeholders.

The report includes a list of recommendations. A DEETYA funded initiative.

Keywords: Tasmania; Best practice; Small business; Vocational training; Career development.
AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, Tasmania 7000 Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan

TD/TNC 55.105
Catts, Ralph.
Training: who pays, who benefits?: the case of small retail firms.
IN: Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.
Adelaide: NCVER, 1998. p. 219-226

Who should pay for training? This paper offers a context for this question and a response, seeking to address the question from a perspective of continuing education and training in small business, based on findings from an Australian National Training Authority Research Advisory Council (ANTARAC) project which involved case studies of four small retail firms in provincial cities in South East Queensland.

Keywords: Training; Continuing education; Small business; Case study; Retail trade; Enterprise; Conference paper.
AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

TD/TNC 55.115
Misson, Edmund.
What's the difference?
IN: Australian training review. (28), Sept/Oct/Nov 1998, p. 3.
Adelaide: NCVER, 1998.

This article suggests that while there are a number of factors which should be increasing employers' investment in training, this expenditure in fact fell as a percentage of gross wages and salaries between 1993 and 1996. Recent research into the benefits of training is briefly reviewed and mention is made of some future research to be undertaken.

Keywords: Training; Employer; Expenditure; Article.
ISSN: 1037-3292
AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical.

TD/TNC 55.126
Stokes, Richard.
Small but well-furnished training.
IN: Australian training review. (28), Sept/Oct/Nov 1998, p. 23-25.
Adelaide: NCVER, 1998.

Structured, accredited on-the-job training programs are recommended for small business, particularly regional small business, in this article. Training programs for small business need to be affordable and cost effective, suit the real time constraints of the workplace and acknowledge work performance as demonstrated learning. The article describes on-the-job traineeships provided by the Furnishing Industry Association of Australia (FIAA) for specific sectors of the furnishing industry. These traineeships are nationally accredited, articulating with further study and formal trade courses in TAFE. The success of the FIAA traineeships is based on commitment by the three partners in the training process: the FIAA, the enterprises and the trainees, and traineeship employment outcomes have been found to be very positive.

Keywords: Vocational education; Training; Small business; On-the-job training; Regional development; Accreditation; Traineeship; Employment; Article.
ISSN: 1037-3292
AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.
Other sources: TAFE and other training institutions may hold this periodical.

TD/TNC 55.134
Figgis, Jane.
Business view of student work placements.
IN: Vocal: Australian journal of vocational education and training in schools. Vol. 1,(1), August 1998, p. 25-27.
Rosny Park, Tas.: Vocational Education and Training Network, 1998.
This paper reports on a national study designed to find out whether businesses benefited from their participation in school vocational programs and, if they did, what those benefits were. Personnel in enterprises of varying size and across a range of industries which provide structured work placements for students were interviewed. While almost every employer was satisfied with the company's involvement, the interviews did suggest that there are some disturbing implications for the long term viability of the programs. A list of web sites relevant to vocational education and training (VET) in schools is given.
Keywords: Vocational education; Training; Secondary school; Study; Industry; Workplace education; Student placement; Business; Participation; Article.
AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park, Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more).
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

TD/INT 55.195
Mitchell, Ayse G.
Strategic training partnerships between the state and enterprises.
Geneva: Employment and Training Department, International Labour Office, 1998. 48 p.
(Employment and training papers, 19)

The purpose of this paper is to create a better understanding of the issues and options involved in creating a favourable policy environment that promotes strategic training alliances between the state and private partners with a view to improving the skills of the workforce, thereby enhancing worker employability, enterprise competitivity and national growth. The paper is based on 14 case studies on public/private training partnerships in Australia, Chile, Denmark, France, Germany, India, Ireland, Cote d'Ivoire, Japan, Malaysia, South Africa, Spain, United Kingdom and the United States, as well as a review of published material, interviews and discussions at various seminars and conferences.

Section I puts training in the context of the changing work environment. Section II describes the impact of the new work environment on skill needs. Learning for employability and the enhancement of employability through flexible and continuous training is explored. Section III describes the concept of training partnerships, their objectives, their potential partners at the macro, meso and micro levels and their training aims. Section IV addresses the process of forming partnerships, and identifies critical policy factors that constrain or enhance public/private training alliances. Section V gives examples of training partnerships in action and how they can have a significant impact on the development of skilled manpower for enterprise competitivity and economic and social development.

Keywords: Government policy; Educational policy; Industry; Educational planning; Planning of training; Strategic planning; Training employment relationship; Outcome of education.
ISBN: 9221110362
AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

AUSTRALIAN CAPITAL TERRITORY

1

TD/ACT 55.01
Krogh, Lola.
Following the 'Yellow Brick Road': initiatives in competency-based assessment in welfare.
Canberra: Canberra Institute of Technology, 1998. 21 p.
(Institute assessment project occasional paper, no. 21)

This paper examines the challenges that many VET educators are being faced with today as they deliver competency-based training while trying to meet the needs of all stakeholders. The researcher investigates student and teacher perceptions of graded assessment and ways of improving information about assessment. In addition Managed Workbased Learning Projects are considered.

Keywords: Competency based training; Competency based assessment; Welfare; Canberra Institute of Technology; Australian Capital Territory
ISBN: 1875250298

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, C.I.T., GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Interlibrary loan.
Other sources: Cathy McNickle, Research and Evaluation, Southside Campus, CIT, PO Box 826, Canberra, ACT 2601. Ph: +61 2 6207 4829; Fax: +61 2 6207 4983. $10 plus postage.

2

TD/ACT 55.02
Australian Curriculum Studies Association. (ACSA)
Marsh, Colin J. (Ed.)
Curriculum perspectives, vol. 18, no. 1, September 1998.
Canberra: Australian Curriculum Studies Association, 1998. 83 p.

Curriculum Perspectives is a quarterly journal focusing on all matters relating to curriculum development, evaluation and theory. It is published by the Australian Curriculum Studies Association Incorporated (ACSA). There are two editions: the journal edition, normally published in April and September and the newsletter edition which is normally published in June and November.

This issue concentrates on literacy and literacy assessment. There are articles on the role of teacher decision making in literacy assessment, the division of school curricula into separate subjects, student theories of curriculum and practices relating to curriculum reform (TD/ACT 55.02). The theme of "Count and Counterpoint" in this issue is 'benchmarking'.

Keywords: Curriculum research; Curriculum development; Periodical
ISSN: 0159-7868

AVAILABLE FROM: Orders and remittances relating to subscriptions, advertisements, back issues and offprints should be sent to Joan Warhurst, Executive Officer, PO Box 331, Deakin West, ACT, 2600.

3

TD/ACT 55.03
Smith, Bob.
For the teacher researcher: reviewing some of the preconditions to curriculum reform.
IN: Curriculum perspectives. Vol. 18 (3), September 1998, p. 33-40
Canberra: Australian Curriculum Studies Association, 1998.

This article examines the preconditions that optimise teacher collaboration in the development of improved educational outcomes. Three short questionnaires are included, to provide rating scales in the areas of professional persona, ethical disposition (the degree to which the principles of justice, equity and democracy are practiced) and supportive conditions. The questionnaires are applicable to both individuals and small groups. Interpretations of results are explained, and participants are encouraged to use these results in a reflective way, as a means of reviewing current practices and arrangements, and as a basis for discussion with colleagues.

Keywords: Curriculum reform; Questionnaire; Professional practice
ISSN: 0159-7868

AVAILABLE FROM: Orders and remittances relating to subscriptions, advertisements, back issues and offprints should be sent to Joan Warhurst, Executive Officer, ACSA, PO Box 331, Deakin West, ACT 2600.
Other sources: ACT Clearinghouse, Southside Campus Library, Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Photocopy.

4

TD/ACT 55.04
Canberra Institute of Technology. Counselling Dept. (CIT)
Survey of teaching staff views and opinions of the Department.
Canberra: Canberra Institute of Technology, 1998. 13 p.

This paper reports the results of a survey of 132 part and full time teachers at the Canberra Institute of Technology (CIT) by the Counselling Department. The survey examined the teachers' awareness of the Department and its services, their history of referrals to it, their awareness and use of specialised programmes offered by the Department and of assistance to teachers in classroom situations. Detailed analysis of the results was undertaken, leading to two important findings: that the Department offers a high quality service which is valued by the

CIT community, although improvements could be made to the already high perception of promptness and effectiveness of interventions offered; and that there is a need to improve marketing and promotion so as to increase rates of referral from certain areas of the Institute, and also to increase the use made of certain specialised programmes offered by the Department.

Keywords: Counselling; Evaluation; Survey; Questionnaire

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Interlibrary Loan.

5

TD/ACT 55.05
Canberra Institute of Technology. Counselling Dept. (CIT)

Survey of client views and opinions of the Department.

Canberra: Canberra Institute of Technology, 1998. 11 p.

This paper reports the results of a study of a representative group of clients of the Student Counselling Dept of the Canberra Institute of Technology (CIT). On a range of measures of client satisfaction (direct questioning, endorsement of various counselling measures as helpful and willingness to refer other students to the Dept), they show a very high level of approval of service received. The study showed that a valuable service was being provided, enabling students to achieve personal goals.

Keywords: Student welfare service; Evaluation; Counselling; Survey; Questionnaire

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Interlibrary Loan.

6

TD/ACT 55.06
Canberra Institute of Technology. Research and Evaluation Dept. (CIT)

Pathways: credit transfer from colleges to CIT, from CIT to higher education.

Canberra: Canberra Institute of Technology, 1998. 86 p.

This document contains the credit transfer details both into the Canberra Institute of Technology (CIT), and from the CIT to higher education bodies.

Keywords: Credit transfer; Articulation; Transfer policy; Canberra Institute of Technology; Australian Capital Territory
ISBN: 1875250301

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Interlibrary Loan.

7

TD/ACT 55.07
Canberra Institute of Technology. Work Environment Dept. (CIT)

Occupational health and safety policy no. P-03: noise control and hearing conservation.

Canberra: Canberra Institute of Technology, 1998. 9 p.

This policy paper outlines the measures the Canberra Institute of Technology will undertake to protect staff and third parties from injury or illness in the workplace arising from exposure to noise. Measures for identifying, assessing and controlling risk are detailed.

Keywords: Occupational health; Occupational safety; Occupational injury; Working conditions; Policy; Hazard; Protective equipment; Canberra Institute of Technology; Australian Capital Territory

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Photocopy.

8

TD/ACT 55.08
Canberra Institute of Technology. Work Environment Dept. (CIT)

Occupational health and safety policy no. P-04: manual handling.

Canberra: Canberra Institute of Technology, 1998. 8 p.

This policy paper outlines the measures the Canberra Institute of Technology will undertake to protect staff from illness or injury arising from manual handling activities in the workplace. Measures for identifying, assessing and controlling risk are detailed, as well as an outline of the provision of relevant staff training. A checklist is provided to assist in manual handling risk assessment.

Keywords: Occupational health; Occupational safety; Occupational injury; Safety training; Policy; Canberra Institute of Technology; Australian Capital Territory

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Photocopy.

9

TD/ACT 55.09
Canberra Institute of Technology. Work Environment Dept. (CIT)

Occupational health and safety no. P-05: preventing occupational violence.

Canberra: Canberra Institute of Technology, 1998. 10 p.

This policy paper outlines measures the Canberra Institute of Technology will undertake to protect staff and students from illness or injury arising from occupational violence by identifying, assessing and controlling risk. The policy also provides guidelines for procedures that must be followed should incidents of occupational violence occur, according to the type and seriousness of the incidents.

Keywords: Occupational health; Occupational safety; Policy; Working conditions; Violence; Safety; Safety training; Canberra Institute of Technology; Australian Capital Territory

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Photocopy.

10

TD/ACT 55.10
Canberra Institute of Technology. Work Environment Dept. (CIT)

Occupational health and safety policy no. P-06: first aid in the workplace.

Canberra: Canberra Institute of Technology, 1998. 16 p.

This policy paper outlines minimum standards for the provision of workplace first aid. It offers information and practical advice to managers, supervisors and employees engaged in the provision of first aid to staff of the Canberra Institute of Technology.

Keywords: Occupational health; Occupational safety; First aid; Working conditions; Waste disposal; Policy; Canberra Institute of Technology; Australian Capital Territory

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Interlibrary Loan.

11

TD/ACT 55.11
Canberra Institute of Technology. Work Environment Dept. (CIT)
Occupational health and safety policy no. P-07: managing hazardous substances.
Canberra: Canberra Institute of Technology, 1998. 12 p.

This policy paper outlines measures the Canberra Institute of Technology will undertake to protect staff, third parties and the environment from adverse exposure to hazardous substances. The paper details the methods by which the Institute will identify, assess and control risks arising from the use, production, handling, storage, transport or disposal of hazardous substances.

Keywords: Occupational health; Occupational safety; Policy; Hazard; Dangerous substances; Waste disposal; Emergency management; Environment; Canberra Institute of Technology; Australian Capital Territory

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Interlibrary Loan.

12

TD/ACT 55.12
Canberra Institute of Technology. Work Environment Dept. (CIT)
Occupational health and safety policy no. P-08: preventing skin cancer.
Canberra: Canberra Institute of Technology, 1998. 5 p.

This policy paper outlines measures that the Canberra Institute of Technology will undertake to protect staff and students from skin cancer arising from exposure to ultra violet (UV) radiation from sunlight during the course of work-related outdoor tasks. Identification, assessment and control of risk will be carried out.

Keywords: Occupational health; Occupational safety; Policy; Hazard; Working conditions; Protective equipment; Canberra Institute of Technology; Australian Capital Territory

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Photocopy.

13

TD/ACT 55.13
McNickle, Cathy.
Collaborative, peer and self assessment: what the literature says.
Canberra: Canberra Institute of Technology, 1998. 49 p.
(Institute assessment project occasional paper, no. 21)

This paper examines the literature on self, peer and collaborative assessment, and its usage in today's rapidly changing learning environment. It is argued that self and peer assessment are more applicable to formative assessment, while collaborative assessment can be used for either formative or summative assessment. Ways of implementing these assessment methods are suggested, and case studies of each are provided, as are proformas and some recent research.

Keywords: Assessment; Self assessment; Literature survey; Case study; Canberra Institute of Technology; Australian Capital Territory
ISBN: 1875250263

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Interlibrary Loan.
Other sources: Cathy McNickle, Research and Evaluation Dept, Canberra Institute of Technology, GPO Box 826, Canberra, 2601. Ph: +61 2 6207 4829; Fax: +61 2 6207 4983. $10 + postage.

14

TD/ACT 55.14
Gallagher, Jane.
Professionalising the personal care assistant and community care worker.
National Gerontology Association Conference: Melbourne, Vic., 16 Oct 1998
1998. Unpublished. 6 p.

This paper considers the increasing problem of untrained staff working in community and residential care, and discusses improving the situation by police background checks and strategies for improved training. Results of interviewing aged care employers about these issues are included, as well as examples of how some frail elderly people have been taken advantage of by unscrupulous care assistants.

The often adverse impact of private training providers and concerns that some States will lower the entry level for an aged care worker to Certificate 2 are also discussed. The author calls for greater care and protection for the aged; from the Commonwealth in the form of appropriate legislation; from managers of residential facilities; and from the community.

Keywords: Older people; Residential care; Residential care worker; Nursing education; Accreditation; Survey; Conference paper; Canberra Institute of Technology; Australian Capital Territory

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Photocopy.

15

TD/ACT 55.15
Gallagher, Jane.
Formal training for assistants in nursing.
World Congress of Gerontology: Adelaide, S.A., 17-20 Aug 1998
1998. Unpublished. 5 p.

Following the strong advocation by the Royal College of Nursing and the Australian Nursing Council for accredited training for assistants in nursing (AINs) and other unregulated workers who work with nurses, CIT supported a request to sponsor a survey to find out the views of registered nurses (RNs) and AINs on this topic. Questionnaires for both RNs and AINs were sent to nursing homes in the ACT and Southern Health Region of NSW.

The results of the survey indicated a high support for accredited training for AINs, with a preference for work-based training. However, a major area of concern was revealed: that gerontic nursing tended to be carried out by middle aged nurses, relying on qualifications that were about 25 years old. Younger nurses, with more recent qualifications, and consequent greater knowledge of gerontology did not tend to work in this area.

Keywords: Older people; Residential care; Residential care worker; Nursing education; Accreditation; Questionnaire; Conference paper; Canberra Institute of Technology; Australian Capital Territory

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Photocopy

16

TD/ACT 55.16

Fooks, Des.

Avoiding the issue.

1998. Unpublished. 3 p.

The author comments on Australia's current vocational training system, and ANTA's role in it. A lack of commitment to structured training on the part of Industry is pointed out, as are the difficulties experienced by young people trying to gain apprenticeships or traineeships in a depressed job market situation.

Keywords: Vocational training; Training policy; ANTA; Training within industry; Apprenticeship

AVAILABLE FROM: ACT Clearinghouse, Southside Campus Library, Canberra Institute of Technology, GPO Box 826, Canberra 2601. Ph: +61 2 6207 4810; Fax: +61 2 6207 4805. Photocopy

---

NEW SOUTH WALES

17

TD/NSW 55.01

New South Wales. Technical and Further Education Commission. Educational Policy & Review Services Unit.

Developing inclusive curriculum: successful vocational education and training for everyone.

[Sydney]: TAFE NSW, 1998. 87 p.

This guide is designed to assist people to prepare vocational education and training curriculum which is inclusive of the learning needs of a range of different learners.

Keywords: Curriculum design; Curriculum development; Equal treatment; Equal opportunity

ISBN: 073101078179

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 2894; Fax: +61 2 9715 8292. **Available via interlibrary loan to libraries only.**

Other sources: Educational Development Directorate, Level 16, 1 Oxford Street, Darlinghurst NSW 2010. Ph: +61 2 9244 5061; Fax: +61 2 9244 5020. Cost $30. Checklists from the guide are also available in disk format. Cost $10.

18

TD/NSW 55.02

National vocational education and training planning seminar: Sydney 8-9 December 1997.

[Sydney]: NSW Dept of Education and Training, 1997. 83 p.

This is a collection of papers delivered at a vocational education and training planning seminar organised by the NSW Dept of Education and Training and funded by the Australian National Training Authority (ANTA).

The objective of the seminar was to provide a national forum for planners to share methodologies for addressing the challenges they face.

Compiled papers are:

- ❑ The Australian economic outlook - Ed Shann
- ❑ New business arrangements - Chris Eccles
- ❑ New business arrangements-state/territory issues 1 - Therese Taylor
- ❑ New business arrangements-state/territory issues 2 - Elizabeth Owens
- ❑ Economic analysis and its relationship to VET planning - South Australia's experience - John Nagel & Rob Esvelt
- ❑ Measurement and planning - Charles Henderson
- ❑ Virtuality and planning - Perce Butterworth
- ❑ Planning for new technologies - Nigel Smart
- ❑ Industry planning - Michael O'Loughlin & Glenda Bye
- ❑ Scenarios planning in VET - John Fischer
- ❑ Planning to meet regional needs - John Stalker.

Keywords: Planning of training; Educational planning; Educational reform; Economic conditions; Economic analysis; Technological change; Regional planning; Queensland

ISBN: 073107825X

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Available on interlibrary loan to libraries only.**

19

TD/NSW 55.03

Morgan, Chris; Bamberry, Larissa.

Pre-vocational places program: survey of former students, New South Wales, October 1995.

Sydney: New South Wales Board of Vocational Education and Training, 1996. 19 p. + appendices.

In late October 1995 a survey was undertaken to determine the employment and training outcomes of Semester 1 1995 Pre-vocational Places Program students. A questionnaire was mailed to all former students who had undertaken these courses with either New South Wales (NSW) TAFE or with private training providers, with a response rate of just over 50 percent. Apart from the unemployed, who make up 66 percent of pre-vocational students (not including part-time workers seeking full-time work), other disadvantaged groups were well represented among the participants. Three quarters of participants were aged between 15 and 25 years of age, 20 percent were of non-English speaking background, 5 percent identified themselves as disabled, 4 percent were of Aboriginal or Torres Strait Islander origin; 42 percent of pre-vocational participants were women. Brief analysis of the questionnaire responses is given and appendices contain the survey instruments.

Keywords: Vocational education; Training; Questionnaire; TAFE; Private training provider; Prevocational training
ISBN: 1876033193

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Interlibrary loan available to libraries only.**

20

TD/NSW 55.04

NSW strategic vocational education and training plan 1998-2000.

Darlinghurst, NSW: Board of Vocational Education and Training, [1998?]. 133 p.

This document outlines strategic directions for the development of New South Wales' vocational education and training (VET) system to the year 2000 as well as training priorities for 1998. It provides a framework for state priorities and initiatives, and outlines key shifts in vocational education and training activity.

It also presents NSW achievements and intentions in meeting ANTA's reporting requirements.

Keywords: NSW; New South Wales; Strategic planning; New South Wales Board of Vocational Education and Training; BVET; New South Wales Department of Education and Training; Educational planning; Educational policy; Training policy; Vocational education; Vocational training
ISBN: 0731078233

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 9284; Fax: +61 2 9715 8292. **Available via interlibrary loan to libraries only.**
Other sources: Board of Vocational Education and Training, Locked Bag 53, Darlinghurst NSW 2010. Ph: +61 2 9244 5444; Fax: +61 2 9244 5401.

21

TD/NSW 55.05

New South Wales. Dept of Education and Training. (DET)

House of Representatives Standing Committee on Employment Education and Training: inquiry into the appropriate role of Institutes of Technical and Further Education.

[Sydney]: NSW Dept of Education and Training, 1998. 22 p.

This document is the submission by the NSW Dept of Education and Training and TAFE NSW to the above inquiry. The full report of the standing committee is titled "Today's training. Tomorrow's skills".

Keywords: NSW; TAFE; New South Wales; Vocational education; Vocational training; Institutional role

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 9284; Fax: +61 2 9715 8292. **Available via interlibrary loan to libraries only.**
Other sources: http://www.aph.gov.au/house/committee/eet/tafes/subs/Sub98.htm

22

TD/NSW 55.06

Greater diversity in engineering, science and technology: report of proceedings, 7th women's forum 22 September 1997.

Strathfield, NSW: OTEN, 1998. 66 p.

This document reports the proceedings of the 7th Women's Forum the purpose of which was to identify issues and develop strategies to achieve growth in women's access and participation across under-represented areas engineering, science and technology in the light of current policy changes to vocational education and training (VET).

Keywords: Womens education; Nontraditional occupation; Engineering; Science; Technology
ISBN: 0731077024

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 9284; Fax: +61 2 9715 8292. **Available via interlibrary loan to libraries only.**

23

TD/NSW 55.07

Access program: guidelines 1998.

[Sydney]: DTEC, [1997]. 11 p.

The objective of the ACCESS Program is to provide pre-apprenticeship and pre-traineeship assistance for people who are disadvantaged in the labour market and need preliminary training before they can successfully participate in an apprenticeship or traineeship.

This document provides information on the program for interested training organisations.

Keywords: Apprenticeship; Traineeship; Access to education; National programme

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 9284; Fax: +61 2 9715 8292. **Available via interlibrary loan to libraries only.**

24

TD/NSW 55.08

Contracted training provision program: guidelines 1998.

[Sydney]: DTEC, [1997]. 16 p.

The Contracted Training Provision (CTP) Program aims to provide opportunities for the private and public training providers to expand the delivery of vocational training to meet the state's emerging skill needs as identified in the NSW 1998 Strategic VET Plan.

This document provides a description of the program and provides details for interested training organisations.

Keywords: Government policy; Programme description

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 9284; Fax: +61 2 9715 8292. **Available via interlibrary loan to libraries only.**

25

TD/NSW 55.09

Traineeship training program: guidelines 1998.

[Sydney]: Dept of Education and Training, [1997]. 47 p.

The Traineeship Training Program provides for the delivery of the formal training requirement of traineeships which have been declared in NSW. This document provides details of the program for interested training organisations.

Keywords: Government policy; Programme description; Traineeship

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 9284; Fax: +61 2 9715 8292. **Available via interlibrary loan to libraries only.**

26

TD/NSW 55.10

Guidelines to the quality framework for vocational education and training in NSW.

Darlinghurst, NSW: NSW Dept of Education and Training, 1998. [145] p.

This manual presents the information needed by NSW vocational education and training (VET) organisations intending to seek quality endorsement under the Australian Recognition Framework.

The Quality Framework for VET in NSW is the quality management approach introduced to underpin quality endorsement of the state's VET organisations.

The manual is divided into the following categories: how to become a quality endorsed training organisation in NSW; self-assessment and improvement activities; validation; Australian Recognition Framework standards for quality endorsement; and the Quality Framework for Vocational Education and Training in NSW.

Keywords: Quality; NSW; New South Wales; Manual

ISBN: 0731077253

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 9284; Fax: +61 2 9715 8292. **Available via interlibrary loan to libraries only.**

Other sources: Quality Endorsement Unit, Recognition Services Branch, NSW Department of Education and Training, Locked Bag 53, Darlinghurst NSW 2010. Ph: +61 2 9244 5329; Fax: +61 2 9244 5321. Cost $50.00.

27

TD/NSW 55.11

Heys, Kevin.

Ever changing world of TAFE NSW.

Australian College of Education New South Wales Chapter, 1998. 8 p.

This paper gives a history of technical education in New South Wales from its beginnings in the 1880s through to the 1990s. It considers the issues and government policies which have shaped TAFE NSW and looks at the current situation and future directions for TAFE.

Monograph No 32, March 1998. Supplement to the NSW Chapter Newsletter - March 1998.

Keywords: TAFE; NSW; New South Wales; History; Educational development; Educational reform; Training system

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 9284; Fax: +61 2 9715 8292. **Available via interlibrary loan to libraries only.**

28

TD/NSW 55.12

Teachers exchanging ideas about assessment and learning.

[Sydney?]: TAFE NSW, 1997. 11 p., 4 posters

This document contains information for teachers on assessment in the workplace and/or the classroom. The information is mainly presented as a series of short case studies. Also included in this kit are four posters.

Keywords: Assessment; TAFE

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 9284; Fax: 61 2 9715 8292. **Available via interlibrary loan to libraries only.**

29

TD/NSW 55.13

4th Annual International Seminar: "Community Education, Technology and Economic Development", Ryde, NSW, 20-22 October 1997

[Crows Nest, NSW?]: Northern Sydney Institute of TAFE, [1997?]. 78 p.

Compiled papers are:

- Technology challenges for education - Ian Hamilton
- Information technology & telecommunications in Australia - Anne Moffat
- Coming of the hi-tech era in Taiwan - Lee Hsiao Chao
- Multimedia teaching: press release: The Right Choice-The Year 11 & 12 Guide to TAFE NSW, p21
- Customising curriculum for international markets - Margaret Sullivan
- Case study: hospitality training for ITT Sheraton, Bejing - Anne Jarvis
- Cultural experiences in curriculum design - Agnes Vokovic
- Economic collaboration, development and world civilisation - Fan Guang-ding
- Joint pathways to an engineering degree - Hans van Leeuwen
- Overview of Australian network of practice firms - Donna Reid
- Research into practice firms - Carmal Spark
- Career pathways-job place program - Giordana Praturlon
- Taiwan's prospect in the economy - Lin Shih Ming
- Human resource development - Joe Lagunzad
- Mutual recognition of accounting courses - Allan Drew
- World Trade Organisation (GATT) and its advantage for China's economy - He Huimin
- Changing role of vocational teachers - Warwick Goodsir
- What are the competencies and skills we need for teachers in the future? - Lindsay Cotton
- Strengthening human resources development fostering qualified personnel

of market required - Xing Lexin

- Human element in international education - Malan Jackson.

Keywords: Technology; Curriculum design; Curriculum development; Economic cooperation; Economic development; Institutional cooperation; Simulation; Human resource development

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 9284; Fax: +61 2 9715 8292. **Available via interlibrary loan to libraries only.**
Other sources: Limited copies are available from: Project Officer, International Services, Northern Sydney Institute of TAFE, Building C, North Sydney Campus, 213 Pacific Highway, Gorehill NSW 2065. Ph: +61 2 9901 5576; Fax: +61 2 9901 5595.

30

TD/NSW 55.14
Cervi, David. (Ed.)

Training agenda: a journal of vocational education & training, vol 6, no 3, August 1998.

Sydney: New South Wales Technical and Further Education Commission, 1998.

Training Agenda is a channel for description, explanation, interpretation, discussion and debate about issues and practices relevant to current developments in vocational education and training (VET). It is published four times per year, in February, May, August and November.

This issue focuses on part-time traineeships in schools.

Keywords: TAFE; NSW; New South Wales; Vocational education; Vocational training; Periodical
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**
Other sources: The Editor, Training Agenda, c/-KDC Consulting Pty Ltd, PO Box 1332, Burwood NSW 2134, Australia. Annual subscription A$ 45 within Australia, A$ 80 overseas airmail.

31

TD/NSW 55.15

Part-time traineeships in schools.

IN: Training Agenda. Vol. 6,(3), August 1998, p 3

In New South Wales there are a number of pilot arrangements in place for students to undertake part-time apprenticeships as part of their Higher School Certificate (HSC). This article gives a brief description of the operation of these traineeships.

Keywords: Traineeship; Secondary school; NSW; New South Wales
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

32

TD/NSW 55.16

Part time traineeships and associated programs in NSW schools: 1998-99.

IN: Training Agenda. Vol. 6,(3), August 1998, p 4-5

This article discusses a pilot project to implement part-time apprenticeships in schools. The process of establishing the pilot is described and student involvement in this project and in associated projects is reported. An evaluation of these projects, which is currently underway is outlined, as is the future of the pilot project.

Keywords: Traineeship; Secondary school; NSW; New South Wales; Programme description
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

33

TD/NSW 55.17

Maitland schools engineer Metals traineeship.

IN: Training Agenda. Vol. 6,(3), August 1998, p. 6

In early 1998 the Hunter Valley Training Company (HVTC), in conjunction with a group of schools in the Maitland area, established a program for the delivery of a part-time Metals traineeship to Year 11 students. This article describes that program.

Keywords: Metalworking industry; Traineeship; NSW; New South Wales; Secondary school; Hunter Valley Training Company; HVTC
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

34

TD/NSW 55.18

Traineeships in the Illawarra.

IN: Training Agenda. Vol. 6,(3), August 1998, p. 7

The Illawarra Skills Development Group Training and Employment (ISD), in conjunction with Illawarra Senior College, established the first part-time traineeships to be offered under a pilot program to Year 11 students in New South Wales. This article gives a description of the program to date including the difficulties encountered.

Keywords: Traineeship; NSW; New South Wales; Secondary school; Illawarra Senior College; Illawarra Skills Development Group Training and Employment; ISD
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

35

TD/NSW 55.19
Stabback, Phil.

Vocational education and training in the NSW HSC.

IN: Training Agenda. Vol. 6,(3), August 1998, p. 8

Vocational education and training (VET) is available to NSW Higher School Certificate (HSC) students through school delivered, VETAB accredited courses and through the Joint Secondary Schools TAFE (JSST) program. The Board of Studies is committed to strengthening VET provision as part of the HSC. Currently it is looking at: the development of industry specific curriculum frameworks; the incorporation of industry training package requirements; the selection of appropriate industries; the importance of workplace learning; and the inclusion of course results in the Universities Admissions Index.

Keywords: Secondary school; NSW; New South Wales; HSC; Higher School Certificate; Vocational preparation
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

36

TD/NSW 55.20
Comyn, Paul.

Training Packages: opportunity or threat?

IN: Training Agenda. Vol. 6,(3), August 1998, p. 9-10

The author outlines some of the expectations and concerns that the rural industry has regarding the implementation of the rural Training Packages.

The agriculture and horticulture training packages have placed a strong emphasis on flexibility and concerns are raised that training providers may not make full use of this flexibility.

The issue of assessment under the Training Packages is also discussed with concerns raised regarding providers having sufficient in-house expertise to make judgements of competence. To address this the national rural Industry Training Advisory Board (ITAB) network is exploring ways of ensuring that Registered Training Organisations (RTOs) meet the assessment guidelines of the Training Packages in ways that supplement the quality mechanisms found in the Australian Recognition Framework (ARF).

Keywords: Training Package; Rural industry; Educational reform
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

37

TD/NSW 55.21
Greening, Douglas.

Training Packages: a perspective on quality.

IN: Training Agenda. Vol. 6,(3), August 1998, p. 11

In this article the author argues that a perspective on quality is crucial if Training Packages and the current range of training reforms are to meet industry and learner needs. Particular areas of concern are raised regarding: the grouping together of units of competence to form qualifications; assessment; curriculum; self evaluation by Registered Training Organisations'(RTOs); and the government approach to licensing.

Keywords: Training package; Quality; Educational reform
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

38

TD/NSW 55.22
Sobski, Jozefa.

Future of curriculum.

IN: Training Agenda. Vol. 6,(3), August 1998, p. 12-14

The article considers the introduction of Training Packages. The author raises concerns about the future of curriculum in the light of the changes being brought about by the introduction of Training Packages.

Keywords: Competency based training; Competency standard; Assessment; Curriculum; Educational reform
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

39

TD/NSW 55.23
Fooks, Des.

Industry partnership: leaning on a broken reed.

IN: Training Agenda. Vol. 6,(3), August 1998, p. 15-16

In this article the author claims that the new "National Strategy for Vocational Education and Training" produced by The Australian National Training Authority (ANTA) confirms that we now have an industry led training system in Australia. However the author argues that industry is not contributing financially as it should be.

Keywords: Industry; Educational plan; ANTA; Australian National Training Authority
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

40

TD/NSW 55.24
Smith, Erica.

Staff development in VET: a critique of current practice.

IN: Training Agenda. Vol. 6,(3), August 1998, p. 17-19

Recent reports suggest that expenditure on staff development with the vocational education and training (VET) sector is decreasing. The author takes a critical look at this issue, with regard to VET teachers and trainers and suggests why this may be so. She considers the appropriateness for VET teachers and trainers of staff development models used for school teachers and private enterprises. She also looks at action learning which is currently favoured in the VET sector for staff development.

Keywords: Staff development; TAFE; Teacher; Trainer
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

41

TD/NSW 55.25

Market force: an interview with Sandra Yates.

IN: Training Agenda. Vol. 6,(3), August 1998, p. 20-21

Sandra Yates has been chair of the NSW TAFE Commission Board since May 1997. This interview provides her background details and covers her impressions of TAFE NSW particularly with regard to marketing and equity issues.

Keywords: TAFE; Marketing; Equal opportunity
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

42

TD/NSW 55.26

Golding, Barry.

Should we let them eat TAFE?

IN: Training Agenda. Vol. 6,(3), August 1998, p. 22-23

The author examines the debate surrounding the accuracy of figures for cross-sectoral movements between the university and TAFE sectors. He concludes that national estimates of either movement or credit transfer between university and TAFE as compared to TAFE and university are problematic and subject to a range of qualifications and assumptions.

Keywords: Articulation; University; TAFE
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

43

TD/NSW 55.27

Semmens, Bob.

Vocational education and training for offenders.

IN: Training Agenda. Vol. 6,(3), August 1998, p. 25-26

In this article the author looks at recent developments in the provision of vocational education and training (VET) in prisons, placing the developments in a historical and political context.

Keywords: Prisoner; Educational development
ISSN: 1038-3891

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: +61 2 9715 8294; Fax: +61 2 9715 8292. **Photocopy available to libraries only.**

44

TD/NSW 55.28

New South Wales Utilities & Electrotechnology Industry Training Advisory Body.

NSW utilities & electrotechnology industry vocational education & training plan 1999-2001.

Sydney: NSW Utilities & Electrotechnology ITAB, [1998?]. 104 p.

This plan sets out the strategic directions and priorities of the utilities and electrotechnology industries in New South Wales for vocational education and training (VET) over the three years 1999-2001.

The contents of the plan include: industry vision for 1999-2001; review of the 1998-2000 industry VET plan; methodology; executive summary; industry sector analysis; VET strategies - industry impacts; industry recommendations for VET; research priorities; and an ITAB profile.

The New South Wales Utilities and Electrotechnology ITAB encompasses the industries of electrical power, water, gas and electrical electronics.

Keywords: ITAB; Industry Training Advisory Board; Planning of training; Industry; Educational plan; Educational planning; NSW; New South Wales; New South Wales Utilities and Electrotechnology ITAB; Electric power; Water supply; Gas industry; Electrical industry; Electronics industry

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. **Available via interlibrary loan to libraries only.**

45

TD/NSW 55.29

New South Wales Sport & Recreation Industry Training Advisory Body.

NSW sport and recreation industry vocational education and training plan 1999-2001.

Redfern, NSW: NSW Sport and Recreation ITAB, 1998. 85 p.

This plan sets out the strategic directions and priorities of the community recreation, fitness, sport and outdoor recreation industries in New South Wales for vocational education and training (VET) over the three years 1999-2001.

The contents of the plan include: industry vision 1999-2001; review of the 1998-2000 industry VET plan; methodology for the 1999-2001 VET plan; executive summary; industry sector analysis; VET strategies - industry impacts; industry recommendations for VET; and research priorities.

The NSW Sport and Recreation ITAB covers four industry sectors: community recreation, fitness, sport and outdoor recreation. The community recreation sector includes services such as swimming pools and multi-purpose centres. The fitness sector includes fitness services and fitness facilities. The sports sector includes outdoor and indoor sporting venues, sports administration, sports development and sports coaching. The outdoor recreation sector includes holiday camps, recreation equipment hire, and outdoor activities.

Keywords: ITAB; Industry Training Advisory Board; Planning of training; Industry; Educational plan; Educational planning; NSW; New South Wales; Leisure; Fitness; Sport; Outdoor activities; NSW Sport and Recreation ITAB

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. **Available via interlibrary loan to libraries only.**

46

TD/NSW 55.30

Arts Training New South Wales.

Vocational education and training plan 1999-2001: for the

arts and cultural industries in NSW.

Sydney: Arts Training NSW, 1998. 76p.

This plan sets out the strategic directions and priorities of the arts and cultural industries in New South Wales for vocational education and training (VET) over the three years 1999-2001.

The contents of this plan include: industry vision 1999-2001; review of the 1998-2000 industry plan; methodology for the 1999-2001 industry VET plan; executive summary; industry sector analysis; VET strategies - industry impacts; industry recommendations for VET; research priorities; and an ITAB profile.

The arts and cultural industries encompass the following sectors: community cultural development; film, television and video production; radio broadcasting and recording; performing arts; museums and galleries; entertainment; visual arts and crafts; multimedia; writing; journalism; publishing; public relations; design; music; and libraries.

Keywords: ITAB; Industry Training Advisory Body; Planning of training; Industry; Educational plan; Educational planning; NSW; New South Wales; Arts Training NSW; Art; Dance; Dramatic art; Music; Community development; Film; Television; Radio; Entertainment; Writing; Journalism; Publishing; Public relations; Design; Library; Museum; Mass media; News media

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. **Available via interlibrary loan to libraries only.**

47

TD/NSW 55.31

New South Wales Food Industry Training Council.

Food processing industry NSW: vocational education and training plan 1999-2001.

[Sydney?]: NSW Food Industry Training Council, 1998. 48 p.

This plan, produced by the Food Industry Training Council, sets out the strategic directions and priorities of the food processing industry for vocational education and training (VET) over the three years 1999-2001.

The contents of the plan include: industry vision 1999-2001; review of the 1998-2000 industry VET plan; methodology for the 1999-2001 industry VET plan; executive summary; industry sector analysis; VET strategies - industry impacts; industry recommendations for VET; research priorities; and an ITAB profile.

The Food Industry Training Council covers the food and pharmaceutical manufacturing industries in NSW. It does not deal with primary production, nor retailing and food preparation.

Keywords: ITAB; Industry Training Advisory Board; Planning of training; Industry; Educational plan; Educational planning; NSW; New South Wales; Food industry; Food production; Pharmaceutical industry

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. **Available via interlibrary loan to libraries only.**

48

TD/NSW 55.32

New South Wales Mining Industry Training Advisory Body.

Industry vocational education and training plan 1999-2001.

[Sydney?]: NSW Mining ITAB, [1998]. 63 p.

This plan sets out the strategic directions and priorities of the NSW mining industry for vocational education and training (VET) over the three years 1999-2001.

The contents of the plan include: industry vision for 1999-2001; review of the 1998-2000 industry VET plan; methodology for the 1999-2001 industry VET plan; executive summary; industry sector analysis; VET strategies - industry impacts; industry recommendations for VET; research priorities; and an ITAB profile.

The mining industry comprises four sections: coal; metalliferous; quarrying; and drilling.

Keywords: ITAB; Industry Training Advisory Board; Planning of training; Industry; Educational plan; Educational planning; NSW; New South Wales; Mining; Coal; Metal; Quarrying; Drilling

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. **Available via interlibrary loan to libraries only.**

49

TD/NSW 55.33

New South Wales Primary Industry Training Advisory Body. (PITAB)

1999-2001 vocational education and training plan: vocational education and training in the rural and fishing industries of NSW.

[Sydney?]: NSW PITAB, [1998]. 93 p.

This plan sets out the strategic directions and priorities of the rural and fishing industries in New South Wales for vocational education and training (VET) for the three years 1999-2001. It is the result of extensive and ongoing consultation with the rural industries of NSW and is an attempt to provide an overview of the challenges associated with the implementation of government training reform initiatives within agriculture, horticulture and associated industries, and delivers an industry specific response to the ongoing training reform agenda.

The contents of the plan include: industry vision for 1999-2001; review of the 1998-2000 industry VET plan; executive summary: industry sector analysis; VET strategies-industry impacts; industry recommendations for VET; research priorities; and an ITAB profile.

The Primary Industries ITAB represents a wide range of industries that can be classified into three broad group: agriculture and production horticulture, which includes fruit growing, grain, sheep, beef cattle, dairy farming, poultry farming, other livestock farming, other crop growing and services to agriculture; amenity horticulture which includes nursery, landscape, turf, parks, gardens and aboriculture, floriculture and floristry and bushland regeneration; and seafood industries which includes catchment, processing, wholesale and retail and aquaculture.

Keywords: ITAB; Industry Training Advisory Board; Planning of training; Industry; Educational plan; Educational planning; NSW; New South Wales; NSW PITAB; Horticulture; Grain; Cattle; Farming; Agriculture; Poultry; Nursery; Gardening; Tree; Floristry; Fishing; Aquaculture

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. **Available via interlibrary loan to libraries only.**

50

TD/NSW 55.34

Automotive Training Board (NSW).

Industry VET training plan 1999-2001.

[Sydney?]: Automotive Training Board (NSW), 1998. [90] p.

This plan sets out the strategic directions and priorities of the automotive industry in New South Wales for vocational education and training (VET) over the three years 1999-2001. The strategic objective of this industry is the retention of trade-based training with enhanced provision of training for all members of the industry.

The contents of the plan include: industry vision for 1999-2001; review of the 1998-2000 industry VET plan; methodology for the 1999-2001 industry VET plan; executive summary; industry sector analysis; VET strategies - industry impacts; industry recommendations for VET; research priorities; and a profile of the Automotive Training Board.

The automotive industry is divided into two main sectors, repair service and retail and manufacturing. The repair service and retail sector can further be divided into sales, mechanical, body and aftermarket.

Keywords: ITAB; Industry Training Advisory Board; Planning of training; Industry; Educational plan; Educational planning; NSW; New South Wales; Automotive Training Board (NSW); Automobile industry; Automobile service; Motor vehicle industry; Repair; Manufacturing

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. **Available via interlibrary loan to libraries only.**

51

TD/NSW 55.35

Finance Insurance and Business Services ITAB NSW. (FINBUS)

1999-2001 finance, insurance & business services industry VET plan.

[Sydney?]: Finance Insurance and Business Services ITAB NSW, 1998. 38 p.

This plan sets out the strategic directions and priorities of the New South Wales finance and business services industries for vocational education and training (VET) over the three years 1999-2001.

The contents of the plan include: executive summary; industry vision for 1999-2001; review of the 1998-2000 industry VET plan for finance, insurance and business services; methodology for 1999-2001 industry VET plan; industry sector analysis; VET strategies - industry impacts; industry recommendations for VET; and research priorities and ITAB profile.

The finance and business services industries includes: banks; retail financial services including building societies, credit unions, friendly societies, finance companies, credit and smart card services; financial services including managed investments, securities and finance dealers, financial planners, trustee companies and financial asset brokers; insurance including general, life and health insurance, superannuation and accident compensation; services to finance including accounting, conveyancing, credit management and mercantile agents; and business services including employment services, contract staff services, secretarial services, marketing and advertising, market research, business management services, information storage and retrieval, accounting and legal services, credit management and mercantile agents.

Keywords: ITAB; Industry Training Advisory Board; Planning of training; Industry; Educational plan; Educational planning; NSW; New South Wales; Bank; Banking; Insurance; Financial management; Finance; Credit union; Building society

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. **Available via interlibrary loan to libraries only.**

52

TD/NSW 55.36

New South Wales Furnishing Industry Training Council.

1999-2001 industry VET plan.

Hurstville, NSW: NSW Furnishing Industry Training Council, [1998]. 26 p.

This plan sets out the strategic directions and priorities of the NSW furnishing industry for vocational education and training (VET) over the three years 1999-2001.

The contents of the plan include: industry vision 1999-2001; review of the 1998-2000 industry VET plan; methodology for the 1999-2001 industry VET plan; executive summary; industry sector analysis; VET strategies - industry impacts; industry recommendations for VET; research priorities; and an ITAB profile.

The furnishing industry encompasses the following areas: frame-making; wood turning; French polishing, spray finishing and colour coating; bedding and mattress manufacture; furniture design; domestic furniture; commercial (office) furniture; furniture restoration; upholstery; soft furnishings, blinds and awnings; floor coverings; picture framing; nursery furniture; coffin making; musical instrument manufacture and repair; lampshade manufacture and recovering; outdoor furniture; kitchen and bathroom; and shop fittings.

Keywords: ITAB; Industry Training Advisory Board; Planning of training; Industry; Educational plan; Educational planning; NSW; New South Wales; Furniture industry; Cabinetmaker; Carpenter; Upholstery; Woodworker; Woodworking

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield

NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. **Available via interlibrary loan to libraries only.**

53

TD/NSW 55.37

Construction Industry Advisory Board (NSW).

Vocational education and training advice for the period 1999-2001.

[Sydney?]: Construction Industry Advisory Board (NSW), 1998. 115 p.

This plan sets out the strategic directions and priorities of the building and construction industry in New South Wales for vocational education and training (VET) over the three years 1999-2001.

The contents of the plan include: introduction; industry vision for 2001; review of the 1998-2000 VET plan; methodology for the plan; executive summary; industry activity profile; VET strategies -industry impacts; industry recommendations for VET; research priorities; and a research paper.

The building and construction industry includes the following occupations: blocklayers; brick cleaners; bricklayers; carpenters; carpet layers; cement renderers; civil engineers; computer floor installers; concreters; demolishers; drainers; fire sprinkler fitters; floor and wall tilers; formworkers; glaziers; joiners; mason stone; materials handlers; painters and decorators; pavers; plant excavators; plant operators; plasterers; plumbers; pre-cast concreter; reo fixers; roof tiler; roofer; scaffolders; security installers; structural landscapers; structural steel workers; waterproofers.

Keywords: ITAB; Industry Training Advisory Board; Planning of training; Industry; Educational plan; Educational planning; NSW; New South Wales; Construction Industry Advisory Board (NSW); Construction industry; Bricklaying; Carpenter; Civil engineering; Construction worker; Painter; Plumber; Plant operator; Roofing; Scaffolding; Plastering; Tiling

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. **Available via interlibrary loan to libraries only.**

54

TD/NSW 55.38

New South Wales Public Sector Industry Training Advisory Body. (PSITAB)

NSW public sector industry vocational education and training (VET) plan 1999-2001.

St Ives, NSW: NSW Public Sector Industry Training Advisory Body, [1998?]. 68 p.

This plan sets out the strategic directions and priorities of the public sector industry in New South Wales (NSW) for vocational education and training (VET) over the three years 1999-2001.

The contents of the plan include: industry vision 1999-2001; review of the NSW Public Sector Industry VET Plan 1998-2000; 1999-2001 VET plan methodology; executive summary; industry sector analysis; VET strategies - industry impacts; industry recommendations for VET; research priorities; and an ITAB profile.

The NSW Public Sector Industry Training Advisory Body covers the wider public sector in NSW. This includes the Commonwealth, State and Local Governments and Police and Fire sectors in NSW.

Keywords: ITAB; Industry Training Advisory Board; Planning of training; Industry; Educational plan; Educational planning; NSW; New South Wales; Public sector; Public service; State government; Federal government; Local government

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. **Available via interlibrary loan to libraries only.**

55

TD/NSW 55.39

New South Wales Communications Industry Training Advisory Body.

NSW telecommunications, information technology, postal services and printing industry vocational education and training plans 1999-2001.

[Sydney?]: NSW Communications ITAB, 1998. 53 p.

This plan sets out the strategic directions and priorities of the telecommunications, postal services, information technology and printing industries in New South Wales for vocational education and training (VET) over the three years 1999-2001.

The contents of the plan include: industry vision for 1999-2001; review of the 1998-2000 industry VET plan; methodology for the 1999-2001 industry VET plan; executive summary; industry sector analysis; VET strategies - industry impacts; industry recommendations for VET; research priorities; and an ITAB profile.

The printing industry covers the areas of: pulp and paper manufacturing; solid paperboard containers manufacturing; corrugated paperboard manufacturing; paper bags manufacturing; paper stationery manufacturing; printing; services to printing; newspaper printing and publishing; other periodical publishing; book publishing; recorded media manufacturing, ink manufacturing; plastic bags and film manufacturing; commercial art and display services; and photographic film processing. The telecommunications industry is involved in providing telecommunications services by wire, cable or radio. The information technology industry covers the areas of : data processing services; information storage and retrieval; computer maintenance; computer consultancy; computer manufacturing and computer wholesale. The postal industry includes postal services and some aspects of courier services.

Keywords: ITAB; Industry Training Advisory Board; Planning of training; Industry; Educational plan; Educational planning; NSW; New South Wales; Printing industry; Telecommunication; Information technology; Computer industry; Communications industry

AVAILABLE FROM: NSW TAFE Clearinghouse, OTEN Information Services, 51 Wentworth Road, Strathfield NSW 2135. Ph: (02) 9715 8294, Fax: (02) 9715 8292. **Available via interlibrary loan to libraries only.**

QUEENSLAND

56

TD/QLD 55.01
Allen, Miles.
Open Learning Institute of TAFE (Qld.). (OLI)

Graduate destination survey report: a report on the Open Learning Institute's 1997 graduates.

[Brisbane]: [Open Learning Institute of TAFE (Qld.)], 1998. 37 p.

The purpose of this Graduate Destination Survey is to provide a profile of students who graduated in 1997, to ascertain their employment before and after graduation, to determine the relevance and assistance of their course to their employment, to establish their level of satisfaction with the OLI, and to collect data which can be used to enhance services and products. This report presents the findings of the survey.

Keywords: Survey; Graduate; Queensland; TAFE; Graduate destination survey; GDS

AVAILABLE FROM: Open Learning Institute of TAFE (Qld.) Library, G.P.O. 1326, Brisbane 4001, Queensland. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349. E-mail: olilibrary@vettweb.net.au

57

TD/QLD 55.02
Osborn, Trisha.

Rags and riches: ACE in TAFE 1994-1995: participation rates in rural and remote Queensland: a report.

Brisbane: ACE Network Support Unit, 1998. xiii, 88 p.

This project was funded by TAFE Queensland's Adult Community Education Network Support Unit. This report documents the exploratory study undertaken in response to anecdotal evidence collected from TAFE Queensland's Adult Community Education (ACE) Network which suggested that participation in TAFE ACE courses in many rural and remote areas had decreased.

Chairpersons: Deirdre Baker and Trisha Osborn

Keywords: Rural education; Programme effectiveness; Student; TAFE; Participation; Remote area; Adult education; Queensland
ISBN: 072427958X

AVAILABLE FROM: Library, Open Learning Institute of TAFE (Qld.), G.P.O. Box 1326, Brisbane, Queensland, 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349; E-mail: olilibrary@vettweb.net.au Interlibrary loan.

58

TD/QLD 55.03
Arthur, Rod; Iles, Bryan J.
Open Learning Institute of TAFE (Qld.). (OLI)

Report on visit to Hong Kong and China: 30 November to 10 December 1995.

Brisbane: Open Learning Institute of TAFE (Qld.), 1996. 42 p.

Open Learning Institute of TAFE (Qld.) personnel visited Hong Kong, Nanjing, Shanghai and Jinan to finalise a franchise agreement with Caritas to offer the Open Learning Institute (OLI) programs in Hong Kong, to launch a cooperative program between Nanjing Polytechnic College and the OLI, to continue discussion with Shanghai Television University to develop a cooperative program and to commence discussions on a cooperative agreement between Qi Lu Training and the OLI.

Keywords: Vocational education; China; Hong Kong; Data collecting; Joint project; Business project; Joint project

AVAILABLE FROM: Library, Open Learning Institute of TAFE (Qld.), G.P.O. Box 1326, Brisbane, Queensland, 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349; E-mail: olilibrary@vettweb.net.au Interlibrary loan.

59

TD/QLD 55.04
Open Learning Institute of TAFE (Qld.). (OLI)

Advertising tracking survey for the Open Learning Institute campaign.

Brisbane: Open Learning Institute of TAFE (Qld.), 1998. i, 26 p.

As part of a promotional strategy, the Open Learning Institute of TAFE (Qld.) ran an advertising campaign from February to March 1998 to position open learning as an alternative study method. The purpose of this report was to measure the effectiveness of the above campaign. Results of this survey have shown the campaign to be reasonably effective and have also established some benchmark results in relation to the Open Learning Institute (OLI), with 36 percent of Queenslanders having heard of the OLI, and more than one in three people being able to describe what open learning is. A healthy 22 percentage of people who recalled seeing the advertising and were interested in doing further education by correspondence.

Keywords: Open Learning Institute of TAFE (Qld); OLI; Vocational education; Vocational training; Advertising; Survey

AVAILABLE FROM: Library, Open Learning Institute of TAFE (Qld.), G.P.O. Box 1326, Brisbane, Queensland, 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349; E-mail: olilibrary@vettweb.net.au Interlibrary loan.

60

TD/QLD 55.05
Open Learning Institute of TAFE (Qld.). (OLI)

Open Learning Institute advertising campaign: final report March 1998.

Brisbane: Open Learning Institute of TAFE (Qld.), 1998. 24 p.

Objectives of this campaign were to receive 10,000 enquiries in four weeks about courses at the Open Learning Institute of TAFE (Qld.), position open learning as alternative mechanism for study in Queensland, increase profile and raise awareness of the Open Learning Institute (OLI) in Queensland and counter competitor promotional activity.

Keywords: Open Learning Institute of TAFE (Qld); OLI; Vocational education; Vocational training; Advertising campaign; Survey

AVAILABLE FROM: Library, Open Learning Institute of TAFE (Qld.), G.P.O. Box 1326, Brisbane, Queensland, 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349; E-mail: olilibrary@vettweb.net.au Interlibrary loan.

61

TD/QLD 55.06

TAFE Queensland. Corporate Marketing Services.

Facts figures and you: a guide to Queensland's TAFE system.

Brisbane: Corporate Marketing Services, 1998. 1 v. (various paging)

This kit includes sections on how to get into TAFE, studying at TAFE, TAFE and the trades, TAFE and the workplace, courses for school-leavers and getting credit.

Keywords: TAFE Queensland; Training employment relationship; Client satisfaction; Credit transfer policy; Articulation; Educational mobility

ISBN: 0724269266

AVAILABLE FROM: Library, Open Learning Institute of TAFE (Qld.), G.P.O. Box 1326, Brisbane, Queensland, 4001. Ph: +61 7 3259 4175; Fax: +61 7 3259 4349; E-mail: olilibrary@vettweb.net.au Interlibrary loan.

SOUTH AUSTRALIA

62

TD/SA 55.01

South Australia. Dept of Education, Training and Employment. (DETE)

Annual report 1997.

Adelaide: Dept of Education, Training and Employment, 1998. 195 p.

This annual report reviews the activities of the South Australian Dept of Education, Training and Employment for 1997. The report also outlines the Department's aims, achievements and future plans.

Keywords: South Australia; TAFE; Vocational education; Vocational training; Department of Education, Training and Employment; Annual report

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.

63

TD/SA 55.02

Woolley, Madeleine.

Change management for new learning technologies.

Walking the tightrope : competitive collaboration?: 22nd ATEM Conference 1998 AAPPA Conference, Darwin, Northern Territory, 1-4 September 1998

1998. Unpublished. 10 p.

Strategic planning is a critical aspect of management for change, particularly in the areas of fiscal management and New Learning Technologies. This paper examines the challenges for managers - indeed the imperative - to develop skills to manage change in a planned, responsible process. Managers also need to take advantage of the benefits to be gained from communications technology. This paper looks at a change management plan for new learning technologies and the competencies managers need for the 90's and beyond (p.1 abstract).

ATEM is the Association for Tertiary Education Management, AAPPA is the Australasian Association of Higher Education Facilities Officers

Keywords: South Australia; TAFE; Management

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.

64

TD/SA 55.03

Gallasch, Pat.

South Australia. Dept of Education, Training and Employment. (DETE)

Guide to registration as a training organisation in SA.

Adelaide?: Dept of Education, Training and Employment, 1998. 32 p.

A guide to Registration is the second of series of booklets designed to explain the processes involved to become a Registered Training Organisation (RTO). This booklet explains the benefits to a training provider of becoming a RTO, national recognition arrangements, and the requirements and process involved to achieve registration. It includes a section of frequently asked questions and glossary.

This guide is a revised version of "A guide to registration" TD/SA 52.03.

Keywords: South Australia; Vocational education; Vocational training; TAFE; Training administration

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Interlibrary loan.

65

TD/SA 55.04

Lamburd, Peter.

TAFE music industry curriculum: best practice in the 90s.

IN: Australian TAFE teacher. Vol. 32,(2), 1998, p. 12

Peter Lamburd, Head of Dept (Performing Arts) at Northern Melbourne Institute of TAFE describes the Institutes' response to changes in the music industry. Their courses now also train in the use of professional recording equipment and small business skills. The new courses provide industry standard training modules which satisfy industry-endorsed outcomes.

Keywords: TAFE; Vocational education; Vocational training; Music education; Music

ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

66

TD/SA 55.05

Parkinson, Cassandra.

VET and the cultural industries.

IN: Australian TAFE teacher. Vol. 32,(2), 1998, p. 9-10

Cassandra Parkinson, Chief Executive Officer of CREATE Australia (the Culture Recreation Education and Training Enterprise Australia) the Industry Training Advisory Body (ITAB) for cultural industries, discusses vocational education and training and the cultural industries. The VET needs for cultural industry employees are the same as in many industries, with a need for practical, relevant and accessible training which is provided in locations and at times to suit the needs of individuals and enterprises (often this is on-the-job training). CREATE has received funding from the Australian National Training Authority (ANTA) to facilitate trials of the first industry training package in entertainment and to develop further training packages.

Keywords: Vocational education; Vocational training; Culture Recreation Education and Training Enterprise Australia; CREATE Australia
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Phone: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

67

TD/SA 55.06
Anderson, Damon.
Reconciling TAFE's diverse roles.
IN: Australian TAFE teacher. Vol. 32,(2), 1998, p. 22-26

In this article Anderson expresses concern over the current role and identity of TAFE. He sees current VET policy as based on economics, with TAFE existing to satisfy the needs of business for a skilled workforce, and therefore unable to respond to the full range of the communities needs. Anderson challenges the idea that the needs of employers and students/apprentices are the same and that training people will ensure that they will obtain paid employment. He believes that TAFE should focus primarily on students as citizens who are then equipped socially and culturally for life through their education.

Keywords: Vocational education; Vocational training; TAFE; Training system
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

68

TD/SA 55.07
Tattam, Amanda.
VET in schools.
IN: Australian TAFE teacher. Vol. 32,(2), 1998, p. 24-26

In this article Tattam reports on the growth of vocational education and training in schools. While overall most people are positive about the success of VET in schools there are still a number of issues to be considered such as: the ability of students to handle different study and work environments; the training wages; and the extra demands placed on school teachers.

Keywords: Vocational education; Vocational training; Secondary school; Secondary education
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

69

TD/SA 55.08
Cope, Bill; Kalantzis, Mary.
Multiliteracies: meeting the communications challenge in TAFE.
IN: Australian TAFE teacher. Vol. 32,(2), 1998, p. 28-29

In this article Cope and Kalantzis explain the meaning of the term multiliteracies and discuss the implications of multiliteracies for teachers of vocational education and training. Multiliteracies describes two important arguments: the first is globalisation of communications and labour markets making language diversity a critical issue; and secondly, the influence of new communications technology and implies a flexible functional grammar which assists language learners to describe language differences. The authors discuss literacy challenges in the TAFE sector such as: (1) retaining students with communication difficulties (2) new literacy demands in the workplace; and (3) new forms of delivery. TAFE must ensure its curriculum is relevant and develop appropriate pedagogies which use the new communication media. For people to be able to access new work and communications realms they must make a cultural leap to expand their communication skills.

Keywords: Vocational education; Vocational training; TAFE; Literacy
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

70

TD/SA 55.09
Australian TAFE teacher, volume 32, no.2, 1998.
Malvern, Vic: Australian Education Union, 1998. 38 p.

The Australian TAFE teacher is the official journal of the TAFE Division of the Australian Education Union. It publishes articles concerned with vocational education and training in Australia, with a focus on TAFE.

The following areas are discussed in this issue: VET and cultural studies; education and training for music; the implications of multiliteracies for VET teachers; VET in schools; and, TAFE's role and identity for the future.

Keywords: Vocational education; Vocational training; TAFE; Periodical
ISSN: 0815-3701

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy of an article.

71

TD/SA 55.10
Seabrook, Christine.
Flexible delivery: individuals, competency-based training, and the market.
IN: Australian vocational education review. Vol. 5,(1), 1998, p. 20-27

The current conception of flexible delivery is quite different from that which was originally proposed by Kangan.

The current conception is underpinned by policies and practices associated with centralised curriculum provisions which are located in the instructional model of competency-based training and the marketisation of vocational education. Consequently, the goals for and processes are not of the kind that Kangan envisioned, nor are they likely to address the requirements of individuals whose needs and requirements for flexibility are imperilled by these measures (abstract p.1).

Keywords: Vocational education; Vocational training; Flexible delivery; Competency based training; CBT
ISSN: 1321-3954

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

72

TD/SA 55.11
Searle, Jean.

Language and literacy competencies in service industries.

IN: Australian vocational education review. Vol. 5,(1), 1998, p. 28-36

This paper reports and comments on research conducted to determine the extent to which generic competencies within workplace vocational knowledge are bound by specific contexts. As a result of changing demands of the workplace, employees and prospective employees need on-the-job communication training in areas such as team work and in understanding quality systems.

Keywords: Vocational education; Vocational training; Communication; Competence
ISSN: 1321-3954

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

73

TD/SA 55.12
Smith, Erica; Brennan, Ros; Oczkowski, Eddie.

Effects of recognition of prior learning upon student outcomes in VET teacher training.

IN: Australian vocational education review. Vol. 5,(1), 1998, p. 37-43

This paper reports on research into the effects of recognition of prior learning (RPL) upon student outcomes in Universities' VET teacher training. RPL was granted to teacher trainees because of previous experience teaching in TAFE, and student grades for both the subject where RPL was partly received and student performance in other subjects were compared. The results showed that students who received RPL tended to achieve lower marks; the reasons for the results are proposed and its significance for the VET sector discussed.

Keywords: Vocational education; Vocational training; Recognition of prior learning; RPL; Teacher training
ISSN: 1321-3954

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

74

TD/SA 55.13
Dunn, Lee; Carson, Lyn.

Engendering practical and up-to-date workplace skills in a higher education setting.

IN: Australian vocational education review. Vol. 5,(1), 1998, p. 12-19

This paper traces experience with curriculum development using an action learning approach. The focus was education of VET teachers using the Graduate Diploma of Vocational Education and Training (VET). The ways to use assessment as a means of engendering practical, up-to-date skills and to provide students with quality assessment tasks are explored.

Keywords: Vocational education; Vocational training; Teacher training
ISSN: 1321-3954

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.

75

TD/SA 55.14

Australian vocational education review, volume 5, no.1, 1998.

Brisbane: Centre for Learning and Work Research, 1998. 44 p.

The Australian Vocational Education Review publishes analytical commentary on contemporary developments and issues in vocational education in Australia, and where relevant to Australia, developments and issues in vocational education in other countries.

The following areas are discussed in this issue: engendering practical and up-to-date workplace skills in a higher education setting; flexible delivery as a result of marketisation of VET and competency based training; language and literacy competencies in service industries; and the effects of recognition of prior learning on student outcomes in VET teacher training.

Keywords: Vocational education; Vocational training; Periodical; Griffith University; Centre for Learning and Work Research

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy of an article.

76

TD/SA 55.15

VET matters: vocational education and training, issue 9 (October 1998).

Adelaide: Dept of Education, Training and Employment, 1998. 12 p.

This is the ninth issue of "VET matters", a newsletter intended to communicate with people involved in vocational education and training (VET). Areas of interest discussed in this issue include: Annual Hours Curriculum (AHC); VET in schools; school-based apprenticeships; user choice and group training.

Keywords: South Australia; Vocational education; Vocational training; Periodical

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.
Other sources: TAFE and other training institution libraries may hold this magazine

77

TD/SA 55.16

Analysis and planning.

IN: VET matters: vocational education and training. Vol. 9, 1998, p. 2-3

As part of the national system of vocational education and training each State has an agreement with the Australian National Training Authority (ANTA) on the target level of activity which it must meet, expressed as Annual Hours Curriculum (AHC). This article describes the growth in AHC over the past five years and projected growth in 1998.

Keywords: South Australia; Vocational education; Vocational training; Training participation rate
ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.
Other sources: TAFE and other training institution libraries may hold this magazine.

78

TD/SA 55.17

Vocational education and training in schools.

IN: VET matters: vocational education and training. Vol. 9, 1998, p. 4

This article provides an overview of vocational education and training in schools in South Australia. The details includes funding, growth, the creation of Skills Centres for schools, and future developments.

Keywords: South Australia; Vocational education; Vocational training; Secondary school; School
ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.
Other sources: TAFE and other training institution libraries may hold this magazine

79

TD/SA 55.18

On the fast track to employment: school-based apprenticeships.

IN: VET matters: vocational education and training. Vol. 9, 1998, p. 5-6

The Engineering Pathways Program (EPP) is a VET in schools initiative from which school-based apprenticeships have been developed. It allows students to complete SACE, VET (metals and engineering) modules and work placement. The program is described and a case study given of Hamilton Secondary College which is successfully offering the program.

Keywords: South Australia; Vocational education; Vocational training; Secondary school; School; Apprenticeship
ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.
Other sources: TAFE and other training institution libraries may hold this magazine

80

TD/SA 55.19

User choice/the open training market.

IN: VET matters: vocational education and training. Vol. 9, 1998, p. 8

User choice is a process for enabling employers and their apprentices and trainees to participate in choice regarding their training provider. User choice came into effect on 1 January 1998 and there have been positive responses indicating employers and apprentices/trainees are exercising their choice.

Keywords: South Australia; Vocational education; Vocational training; Training system; Apprentice; Trainee; Employer
ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.
Other sources: TAFE and other training institution libraries may hold this magazine

81

TD/SA 55.20

Group training.

IN: VET Matters: vocational education and training. Vol. 9, 1998, p. 10-11

Group training is continuing to grow in South Australia. This article overviews their growth and development, the effects of the new national funding model and integration of group training into the VET quality system.

Keywords: South Australia; Vocational education; Vocational training; Training within industry
ISSN: 1037-6828

AVAILABLE FROM: SA TAFE Clearinghouse, Adelaide Institute of TAFE, Learning Resource Centre, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8653; Fax: +61 8 8207 8434. Photocopy available.
Other sources: TAFE and other training institution libraries may hold this magazine

TASMANIA

82

TD/TAS 55.01

Tasmania. Dept of Vocational Education and Training. Small Business Professional Development Best Practice Program. (DVET)

Small Business Professional Development Best Practice Program: Tasmania: final report.

Hobart: DVET, 1997. [75] p.

In 1995 small businesses comprised 97.1 percent of all businesses in Tasmania and employed over 56 percent of the private sector workforce. Small businesses have traditionally been reticent to embrace a training culture. Coopers and Lybrand (1994) made the observation that small business operators believe that training:

- is not relevant
- is too theoretical
- is not industry specific, or
- does not provide benefits.

The aims of the Small Business Professional Development Program, have been to:

1. find ways of providing relevant quality professional development to small business to enable them to select appropriate training and to train their own staff.
2. build on the 1995 AVTS Professional Development program and be complementary to the Australian National Training Authority National Transition Program for 1996.

Some of the outcomes of the project have been to:

- develop and trial principles of good practice when delivering workplace assessor courses to small businesses
- advance the role of government in promoting long term small business viability through training
- show by example the value of quality, widespread communication between all stakeholders.

The report includes a list of recommendations.

A DEETYA funded initiative

Keywords: Tasmania; Best practice; Small business; Vocational training; Career development

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAS.,7000 Ph:+61 3 6233 7118; Fax:+61 3 6233 4585. Interlibrary loan

83

TD/TAS 55.02

Cotton, Geoff.

Australia. Dept of Employment, Education, Training and Youth Affairs. Small Business Professional Development Best Practice Program.

Small Business Professional Development Best Practice Program: formative evaluation.

Canberra: DEETYA, 1997. 135 p.

The Small Business Professional Development Programme aims to find ways to provide relevant quality professional development to small business to enable them to select appropriate training and to train their own staff. Under the programme all States and Territories established a range of projects in 1996/97 which aimed to:

- trial different approaches to equipping small business owners, operators and staff
- investigate small business peoples' needs in relation to selecting training and
- develop materials which support the uptake of training in small business.

The projects developed and trialed three types of models:

1. Training awareness-raising models targeted at small businesses operators with an emerging awareness of the value of training
2. Direct training infrastructure models. Targeted at those who have recognised a need to improve their business's training capacity and
3. General business management development models. Targeted towards businesses with a weak structured training culture.

The projects have helped to understand which models work and why. The project has shown that many small businesses continue to use unstructured and informal staff development approaches. This is an important issue in the context of the national training system.

Keywords: Best practice; Vocational education; Career development; Small business; Project evaluation
ISBN: 0642237085

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAS., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan

84

TD/TAS 55.03

Australia. Dept of Employment, Education, Training and Youth Affairs. Small Business Professional Development Best Practice Program.

1996/97 national evaluation of the Small Business Professional Development Best Practice Program: summary report.

Canberra: DEETYA, 1998. 23 p.

The importance of training to business success has not been embraced by the small business community as it has with large organisations. Research has shown that few small businesses participate in structured training. Particular skills are brought in from outside in preference to training staff. Types of small businesses are diverse. A 'one size fits all' traditional approach to training would not be successful. The Small Business Professional Development Best Practice Program was established in 1995 with funding being made available to several states to trial a number of professional development models for small business. The program was expanded in 1996/97 to all States and Territories. This report presents the results of the professional development models trialed during 1996/97.

This round of the program has raised widespread concern about the relevance and attractiveness of highly structured training for small business. Because it is unlikely that many small businesses will take part actively in the national training system unless they can do so on their terms, it is important for programs such as the Small Business Professional Development Program to exist, to enable different approaches to be trialed and evaluated.

Keywords: Small business; Vocational training; Programme evaluation; Best practice

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAs., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan.
Other sources: Availiable internet http://www.smallbusiness.info.au/summary_report_index.htm

85

TD/TAS 55.04
Australia. Dept of Employment, Education, Training and Youth Affairs. Small Business Professional Development Best Practice Program.
Project communications manual.
Canberra: DEETYA, 1998. 78 p.

This manual is designed to help small businesses with their communications strategy. Attracting the interest of others can help ensure that the message is received and understood and is not distorted in the process of communication. We live in an information age and communications has become an essential part of any venture. The media is an important resource. It assists in making contact with other like minded organisations and individuals and can develop a positive profile for projects or organisations. Basically there are three types of media - radio, TV and newspapers. Accessing the media requires a planned approach, and this manual outlines the the steps in the process.

Keywords: Small business; Best practice; Mass media; Marketing; Communication

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, Tas, 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585

86

TD/TAS 55.05
Australia. Dept of Employment, Education, Training and Youth Affairs. Small Business Professional Development Best Practice Program.
Small business training smarter: 1996/97 case studies.
Canberra: DEETYA, 1998. 71 p.

The Dept of Employment, Education, Training and Youth Affairs established the Small Business Professional Development Best Practice Programme to trial professional development models for small businesses. In 1996/97, the Programme aimed to 'find ways to provide relevant quality professional development to small businesses to enable them to select appropriate training and to train their own staff'. A total of 22 projects trialed three broad models throughout Australia. The ten case studies presented in this publication highlight the many valuable lessons learnt over the course of activities conducted in 1997. The projects have shown that a 'one size fits all' approach to training may not be the most appropriate. Many participants questioned the relevance and attractiveness of highly structured training for small businesses. Therefore, flexible approaches to training delivery are necessary to effectively meet the needs of individual businesses.

Keywords: Small business; Mentor; Action learning; Workplace education; Case study; Best practice
ISBN: 064223793

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, Tas., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan

87

TD/TAS 55.06
Thompson, Keith.
Tasmania. Dept of Vocational Education and Training. Planning Branch. (DVET).
Building and construction: VET resource allocation project: an analysis of the supply and demand for training in Tasmania with a focus on accredited ANTA funded training.
Hobart: DVET, 1997. 22 p.
(VET Resource Allocation Project, no.1)

This publication is part of the Vocational Education and Training (VET) resource allocation project and is an analysis of the supply and demand for training in the Tasmanian building and construction industry with a focus on accredited Australian National Training Authority (ANTA) funded training. Demand has been modelled drawing on work by the Tasmanian Building and Construction Industry Training Board and the Dept of Vocational Education and Training Research Branch. The analysis of training supply is based on the 1995 enrolment data base. Data used were ANTA funded enrolments in modules in the Building and Construction sub-program. Some of the recommendations of this report were to:

- Establish a more comprehensive system of monitoring building activity and employment including more precise information
- Attempt to minimise demand through apprenticeships that is not driven by availability of post training jobs
- In the short term do not respond to calculated supply shortfalls unless it is clear that jobs will be available at the conclusion of training
- Review the teaching award to facilitate greater flexibility in the methods of training delivery and responsiveness to demand.

Keywords: Tasmania; Training needs analysis; Construction industry; Planning of training; Resource allocation

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAS., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan

88

TD/TAS 55.07
Thompson, Keith.
Tasmania. Dept of Vocational Education and Training. Planning Branch. (DVET).
Business services: VET resource allocation project: an analysis of the supply and demand for training in Tasmania with a focus on accredited ANTA funded training.
Hobart: DVET, 1997. 22 p.
(VET Resource Allocation Project, no.2)

This document is an analysis of the supply and demand for training in Business Services in Tasmania with a focus on accredited Australian National Training Authority (ANTA) funded training. Business services training includes training for accounting, business professions, management, sales and marketing, office skills, information technology, administration and real estate. The scenario is one of training which, while specific in sales, real estate and to a lesser extent office skills, is generally relevant across industries, not occupation specific. Some of the conclusions of the report were that:

- The demand for training as reflected by applications to enrol is currently being met in all areas except information technology
- Industry growth is not a factor in demand for training, with employment in, for example, banks and the public sector, decreasing
- Apart from TAFE and University there is a very large information gap in relation to business training generally that makes identifying total supply very difficult
- There is a very large scope for increased levels of basic business training.

Keywords: Tasmania; Vocational education; Planning of training; Resource allocation; Service sector; Business skill; Management development; Training needs analysis; Administration

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAS., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan

89

TD/TAS 55.08
Thompson, Keith.
Tasmania. Dept of Education, Training, Community and Cultural Development. Office of Vocational Education and Training. (OVET)
Natural resources: VET Resource allocation project: an analysis of the supply and demand for training in Tasmania with a focus on accredited training, funded under the ANTA agreement.
Hobart: OVET, 1998. 40 p.
(VET Resource Allocation Project, no.3)

This report is an analysis of the supply and demand for training in the natural resources industries in Tasmania with a focus on accredited training, funded under the Australian National Training Authority agreement. This analysis covers areas such as horticulture, agriculture, food processing, aquaculture, wild fisheries and forestry. Some of the conclusions reached in the report are that supply is unlikely to meet industry demand for training over the next five years in areas such as:

- food processing which has an increasing need for a well trained workforce with specialised skills
- marine farming, including shellfish and salmon, where long term growth prospects are strong and
- new entrants to forestry particularly in the area of growing and management.

Recommendations are included in the report.

Keywords: Tasmania; Training needs analysis; Resource allocation; Planning of training; Natural resources

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAS., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan.

90

TD/TAS 55.09
Thompson, Keith.
Tasmania. Dept of Education, Training, Community and Cultural Development. Office of Vocational Education and Training. (OVET).
Hospitality and tourism, baking, meat processing, and hairdressing: VET resource allocation project: an analysis of the supply and demand for training funded under the ANTA agreement.
Hobart: OVET, 1998. 41 p.
(VET Resource Allocation Project, no.4)

This document is an analysis of the supply and demand for training in Tasmania in the areas of hospitality and tourism, baking, meat processing and hairdressing. This report analyses training for which the new Drysdale Institute has coverage. Supply information is based on enrolment data from TAFE Management Information System (TAFEMIS) and the Office of Vocational Education and Training (OVET) private provider database together with information from Drysdale Institute. Demand has been assessed considering national reports, local research and industry strategic plans, the Strategic Review of Drysdale, and employment data and information about activity in the industry. Consultation took place with industry training boards and considerable effort was put into identifying what was driving the demand for training, how that could change and what factors restricted demand meeting supply. The report outlined recommendations specific to each industry area.

Keywords: Tasmania; Hospitality; Tourism; Meat industry; Hairdressing; Baking; Resource allocation; Training needs analysis

AVAILABLE FROM: Tasmanian VET Clearinghouse, 1st floor, 99 Bathurst St., Hobart, TAS., 7000. Ph: +61 3 6233 7118; Fax: +61 3 6233 4585. Interlibrary loan

---

NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH

91

TD/TNC 55.01
Selby Smith, Chris; Hawke, Geof; McDonald, Rod; Selby Smith, Joy.
Impact of research on VET decision making.
Adelaide: NCVER, 1998. iii, 164 p.

This report draws together the results of the Australian National Training Authority Research Advisory Council (ANTARAC) project on the impact of research on vocational education and training (VET) decision making. The report describes the five approaches taken to the project by the research team: (i) a review of relevant literature, noting that there is no single approach to the issue of the impact of research, either generally, or specifically in VET; (ii) a symposium (Links between research and policy, planning and performance in vocational education and training, Melbourne, 19-20 February 1997) to identify key issues promptly and draw on different perspectives and approaches to the research question; (iii) quantitative studies to provide information on the scope and nature of the impact of VET research; (iv) case studies to explore the influence of the factors identified in the literature and in discussion at the symposium in the context of particular situations; and (v) reference to overseas experience and perspectives. The contributions of each of the complementary approaches are brought together in the first chapter, the synthesis chapter, which also contains the responses to an earlier draft from overseas correspondents with expertise in the area.

Keywords: Vocational education; Training; Research; Decision making; Literature survey; Case study; Conference; Policy formation; Planning
ISBN: 0873974751

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $39

92

TD/TNC 55.02
National Centre for Vocational Education Research. (NCVER)
AVETMISS: the standard for VET providers.
Adelaide: NCVER, 1998. ring binder, various pagings

The Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) offers a nationally consistent standard for the collection, analysis and reporting of vocational education and training (VET) information throughout Australia. This standard is designed to apply to all programs delivered by VET providers except those programs that fall within the higher education and schools statistics collections.

This publication is contained in a plastic case accompanied by 'AVETMISS: guidelines for VET providers' (TD/TNC 55.03).

Keywords: Vocational education; Training; Data collecting; Data analysis; Standard; Australian Vocational Education and Training Management Information Statistical Standard; AVETMISS; ANTA funded project
ISBN: 0873974964

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au

93

TD/TNC 55.03
National Centre for Vocational Education Research. (NCVER)
AVETMISS: the guidelines for VET providers.
Adelaide: NCVER, 1998. ii, 57 p. + 1 CD-ROM

The purpose of this document is to provide additional guidelines to support the Australian Vocational Education and Training Management Information Statistical (AVETMIS) Standard for VET providers, and it must be used in conjunction with the standard for VET providers (TD/TNC 55.02). While all VET providers may submit data to the national data collection, the provision of data is only a requirement for training providers receiving public funding. This document is accompanied by a CD-ROM containing a Microsoft Access application (in both Windows 3.1 and Windows 95/NT 4.0 versions) to manage the browsing, reporting and extracting of classifications.

This document is contained in a plastic case accompanied by 'AVETMISS: the standard for VET providers' (TD/TNC 55.02).

Keywords: Vocational education; Training; Data collecting; Data analysis; Standard; Guidelines; Australian Vocational Education and Training Management Information Statistical Standard; AVETMISS
ISBN: 0873974956

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au

94

TD/TNC 55.04
National Centre for Vocational Education Research. (NCVER)
AVETMISS: the standard for New Apprenticeships.
Adelaide: NCVER, 1998.
ring binder, various pagings

The Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) offers a nationally consistent standard for the collection, analysis and reporting of vocational education and training (VET) information throughout Australia. This standard is designed to apply to VET information collected through New Apprenticeships for all persons employed under a training agreement (contract of training) and includes both apprentices and trainees.

This publication is contained in a plastic case accompanied by 'AVETMISS: the guidelines for New Apprenticeships' (TD/TNC 55.05).

Keywords: Vocational education; Training; Apprenticeship; Traineeship; Data collecting; Data analysis; Standard; Australian Vocational Education and Training Management Information Statistical Standard; AVETMISS; ANTA funded project
ISBN: 0873974972

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au

95

TD/TNC 55.05
National Centre for Vocational Education Research. (NCVER)
AVETMISS: the guidelines for New Apprenticeships.
Adelaide: NCVER, 1998. ii, 41 p. + 1 CD-ROM

The purpose of this document is to provide additional guidelines to support the Australian Vocational Education and Training Management Information Statistical (AVETMIS) Standard for New Apprenticeships, and it must be used in conjunction with the standard for New Apprenticeships (TD/TNC 55.04). It is accompanied by a

CD-ROM containing a Microsoft Access application (in both Windows 3.1 and Windows 95/NT 4.0 versions) to manage the browsing, reporting and extracting of classifications.

This document is contained in a plastic case accompanied by 'AVETMISS: the standard for New Apprenticeships' (TD/TNC 55.04).

Keywords: Vocational education; Training; Apprenticeship; Traineeship; Data collecting; Data analysis; Standard; Guidelines; Australian Vocational Education and Training Management Information Statistical Standard; AVETMISS; ANTA funded project
ISBN: 0873974980

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au

96

TD/TNC 55.06

National Centre for Vocational Education Research. (NCVER)

Outlook for training in Australia's industries.

Adelaide: NCVER, 1998. xxix, 425 p.

This publication was designed to provide an examination and analysis of occupational trends and the current training effort relating to occupations in Australian industry. The first chapter gives an overview of what has happened to all industries in Australia, and is followed by a further 17 chapters dealing with individual industries in Australia. The publication brings together for the first time a range of survey data from the Australian Bureau of Statistics (ABS), with graduate destination and employer satisfaction with training and other training data compiled for the Australian National Training Authority (ANTA) by the National Centre for Vocational Education Research (NCVER). It is designed for industry decision makers, policy makers, teachers and trainers, researchers and students with an interest in vocational education and training (VET).

The 17 individual industry monographs in this series have been published separately and have been entered into VOCED from TD/TNC 55.12 to TD/TNC 55.28. For a summary and overview of the current training effort in each industry in Australia see TD/TNC 55.11.

Keywords: Vocational education; Training; Industry; Occupational description; Occupational research; Statistics; Policy formation; Employment; Planning of training; Training objective
ISBN: 087337476X

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: 1800 009966 (Freecall, Australia only), +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $60.

97

TD/TNC 55.07

National Centre for Vocational Education Research. (NCVER)

AVETMISS: the standard for VET financial data.

Adelaide: NCVER, 1998. ring binder, various pagings

Since 1992 State and Territory vocational education and training (VET) authorities have provided financial information related to publicly funded VET. This document offers a nationally consistent standard for the collection, reporting and analysis of publicly funded vocational education and training (VET) information throughout Australia, and is part of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). The standards have been developed and refined over a number of years through consultations with major stakeholders, and the current set of standards are in accordance with the National VET Statistical Implementation Strategy.

Keywords: Vocational education; Training; Finance; Data collecting; Standard; Data analysis; Australian Vocational Education and Training Management Information Statistical Standard, AVETMISS, ANTA funded project
ISBN: 0873975014

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au

98

TD/TNC 55.08

Kilpatrick, Sue; Bell, Rowena.

Vocational education and training in rural and remote Australia.

Adelaide: NCVER, 1998. 41 p.

(Review of research)

Recent research has highlighted major differences between metropolitan and non-metropolitan Australia. This publication looks at the implications of differences in areas such as vocational education and training (VET), participation rates in education, and outcomes of education for vocational education and training policy and practice by considering existing research which is relevant to these issues of difference, and also to variations within rural Australia. The review identifies gaps in current knowledge of best practice for VET for rural Australia, and the impact of policy outside metropolitan Australia, and directions for further research are recommended. The scope of this research review is Australian research articles and reports since 1990.

Keywords: Vocational education; Training; Rural area; Rural community; Outcome of education; Access to education; Rural-urban disparity; Participation; Delivery system; Assessment; Training policy
ISBN: 0873975006

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $20

99

TD/TNC 55.09

Boughton, Bob.

Alternative VET pathways to indigenous development.

Adelaide: NCVER, 1998. iii, 35 p.

(Review of research)

This publication reports on a research project which set out to analyse recent research and policy documents on indigenous peoples' development needs and aspirations, and was aimed at assessing the extent to which current developments in vocational education and training (VET) research and policy were sufficiently informed by this separate but related body of literature. The paper argues that current policy settings and research on the educational needs of indigenous Australians have been overly influenced by human capital theory and economic rationalist policy. A particular focus was the work of indigenous community-controlled organisations, and the research methodology involved close collaboration with the directors of the Federation of Independent Aboriginal Education Providers (FIAEP). The paper concludes that independent Aboriginal community-controlled organisations play a special role in facilitating Aboriginal peoples' social and economic development objectives, and that there is a need for national VET policies and research to be refocussed on providing greater support to these organisations, rather than pursuing more narrowly defined notions of access and equity.

Keywords: Vocational education; Training; Aboriginal education; Aboriginal community; Educational research; Educational policy; Training policy; Community development; Community organisation
ISBN: 0873974999

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $20

100

TD/TNC 55.10
McNaughton, Alicen.
Investigation of equity performance indicators for the vocational education and training sector.
1998. Unpublished. xii, 257 p.

This study modifies and applies a set of equity performance indicators developed for the higher education sector to the vocational education and training (VET) sector. The usefulness of the indicators for the VET sector is assessed by applying modified equity performance indicators to 1996 student data of TAFE South Australia. The performance indicators measure access, participation, success and retention of the target groups. Each of the indicators is applied to six different equity groups: Aboriginal and Torres Strait Islander students; women; students from non English speaking backgrounds; students with disabilities; students from rural and remote areas; and socio-economically disadvantaged students. The results are discussed and recommendations for further research made.

Submitted in partial fulfilment of the requirements for a Master of Social Science in Applied Social Research, Faculty of Humanities and Social Sciences, University of South Australia.

Keywords: Vocational education; Training; Equal opportunity; Access to education; Performance indicator; Literature survey; Aboriginal education; Women; Non English speaking; Disability; Rural area; Disadvantaged; Thesis

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

101

TD/TNC 55.11
National Centre for Vocational Education Research. (NCVER)
Industry training monograph: the overview.
Adelaide: NCVER, 1998. v, 24 p.

One of a series of monographs designed to provide readers with a summary of occupational trends and the current training effort in each industry in Australia, this overview summarises what has happened to all industries within Australia. It addresses recent employment trends, recent occupational trends in key areas, and current training arrangements, particularly training levels and outputs. Economic and labour market changes since 1987 are reviewed and training in Australia analysed. The document brings together for the first time a range of survey data from the Australian Bureau of Statistics (ABS), as well as graduate destination, employer satisfaction with training and other training data compiled for the Australian National Training Authority (ANTA) by the National Centre for Vocational Education Research (NCVER). It is intended for industry decision-makers, policy makers, teachers and trainers, researchers and students with an interest in vocational education and training (VET).

The 17 individual monographs in this series are entered into VOCED from TD/TNC 55.12 to TD/TNC 55.28, and have also been collected into one volume, 'Outlook for training in Australia's industries', TD/TNC 55.06.

Keywords: Vocational education; Training; Industry; Occupational description; Occupational research; Statistics; Policy formation; Employment; Planning of training; Training objective; Summary
ISBN: 087397476X

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $12.95 or $9.95 if ten or more of the Industry training monograph series are purchased.

102

TD/TNC 55.12
National Centre for Vocational Education Research. (NCVER)
Industry training monograph: agriculture, forestry, fishing.
Adelaide: NCVER, 1998. v, 17 p.

This document is one of a series of industry training monographs designed to provide readers with an overview of occupational trends and the current training effort in each industry in Australia.

In 1996 the Australian National Training Authority (ANTA) estimated that approximately 4.7 percent of government funded training effort was directed towards primary industry, a little below the industry's overall share of employment. The agriculture, forestry and fishing sector is a significant employer of vocational education and training (VET) graduates. An industry snapshot is given, and the industry is analysed from the perspectives of: occupational composition; qualifications profile; occupational trends and skills shortages; hours of work and earnings; and the geographical distribution of agriculture, forestry and fishing. Training in the industry is examined and some key issues in training for the industry are identified.

This document is one of a series of 17 individual monographs which are entered into VOCED from TD/TNC 55.12 to TD/TNC 55.28. For a summary and overview of the current training effort in each industry in Australia see TD/TNC 55.11 and for the collected papers in one volume, 'Outlook for training in Australia's industries', see TD/TNC 55.06.

Keywords: Vocational education; Training; Industry; Occupational description; Occupational research; Statistics; Policy formation; Employment; Planning of training; Training objective; Agriculture; Agricultural training; Fishing; Forestry; Forestry training
ISBN: 08737974778

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $12.95 or $9.95 if ten or more of the Industry training monograph series are purchased.

103

TD/TNC 55.13

National Centre for Vocational Education Research. (NCVER)

Industry training monograph: mining.

Adelaide: NCVER, 1998. v, 15 p.

This document is one of a series of industry training monographs designed to provide readers with an overview of occupational trends and the current training effort in each industry in Australia.

Mining is the second smallest industry division in terms of employment in Australia (less than 1 percent of total employment) but accounts for 18.5 percent of Australian exports. As an industry it has a very high proportion of males and of full time jobs, and has the highest earnings of any industry. In 1996 average expenditure on structured training per employee during a three month survey period was the highest of all industries and almost five times the all-industry average. Training in the mining industry is discussed from the following perspectives: occupational composition; qualifications profile; occupational trends and skills shortages; hours of work and earnings; and the geographical distribution. The document then attempts to identify some of the key issues facing training and the mining industry.

This document is one of a series of 17 individual monographs which are entered into VOCED from TD/TNC 55.12 to TD/TNC 55.28. For a summary and overview of the current training effort in each industry in Australia see TD/TNC 55.11 and for the collected papers in one volume, 'Outlook for training in Australia's industries', see TD/TNC 55.06.

Keywords: Vocational education; Training; Industry; Occupational description; Occupational research; Statistics; Policy formation; Employment; Planning of training; Training objective; Mining
ISBN: 0873974786

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $12.95 or $9.95 if ten or more of the Industry training monograph series are purchased.

104

TD/TNC 55.14

National Centre for Vocational Education Research. (NCVER)

Industry training monograph: manufacturing.

Adelaide: NCVER, 1998. v, 17 p.

This document is one of a series of industry training monographs designed to provide readers with an overview of occupational trends and the current training effort in each industry in Australia.

The manufacturing industry is very diverse and currently accounts for about 13.4 percent of jobs in Australia, having suffered a small decline over the past 10 years despite which it is still the second largest employing industry in Australia. It is one of the major customers of the vocational education and training (VET) sector in Australia, with about 36 percent of people working in manufacturing having some form of VET qualification. Training in the manufacturing industry is discussed under the following headings: trade in manufactured goods; employment trends within manufacturing sub-divisions; occupational composition; qualifications profile; occupational trends and skills shortages; hours of work and earnings; and the geographical distribution of manufacturing. Key issues concerning training in the manufacturing industry are also identified and discussed.

This document is one of a series of 17 individual monographs which are entered into VOCED from TD/TNC 55.12 to TD/TNC 55.28. For a summary and overview of the current training effort in each industry in Australia see TD/TNC 55.11 and for the collected papers in one volume, 'Outlook for training in Australia's industries', see TD/TNC 55.06.

Keywords: Vocational education; Training; Industry; Occupational description; Occupational research; Statistics; Policy formation; Employment; Planning of training; Training objective; Manufacturing
ISBN: 0873974794

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $12.95 or $9.95 if ten or more of the Industry training monograph series are purchased.

105

TD/TNC 55.15
National Centre for Vocational Education Research. (NCVER)
Industry training monograph: electricity, gas and water supply.
Adelaide: NCVER, 1998. v, 15 p.

This document is one of a series of industry training monographs designed to provide readers with an overview of occupational trends and the current training effort in each industry in Australia.

The three industries grouped under this title make up the smallest of the 17 major industry divisions used by the Australian Bureau of Statistics (ABS). Perhaps the most important feature of this sector for vocational education and training (VET) is the sharp decline in employment experienced by the sector over the last decade. Some of the factors that have driven this decline have been identified as corporatisation and privatisation of some areas of the industry, technical and other changes increasing labour productivity, and the outsourcing of some functions previously undertaken within the industry. This process is continuing and further reductions in employment can be anticipated. This monograph raises some training issues in electricity, gas and water and offers priorities for training reform.

This document is one of a series of 17 individual monographs which are entered into VOCED from TD/TNC 55.12 to TD/TNC 55.28. For a summary and overview of the current training effort in each industry in Australia see TD/TNC 55.11 and for the collected papers in one volume, 'Outlook for training in Australia's industries', see TD/TNC 55.06.

Keywords: Vocational education; Training; Industry; Occupational description; Occupational research; Statistics; Policy formation; Employment; Planning of training; Training objective; Electricity; Electrical industry; Gas; Gas industry; Water supply
ISBN: 0873974808

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $12.95 or $9.95 if ten or more of the Industry training monograph series are purchased.

106

TD/TNC 55.16
National Centre for Vocational Education Research. (NCVER)
Industry training monograph: construction.
Adelaide: NCVER, 1998. v, 20 p.

This document is one of a series of industry training monographs designed to provide readers with an overview of occupational trends and the current training effort in each industry in Australia.

The construction industry, comprised of housing construction, other non-dwelling building, engineering construction such as roads, and land subdivision, and telecommunications rollouts, accounts for over 7 per cent of total employment in Australia. It is dominated by male, full time employment, and tends to be cyclical. Only about two thirds of the workers in the construction industry are classified as employees reflecting the sub-contracting nature of much work in the industry. This characteristic, combined with the often short duration and uncertain nature of employment, contributes to the industry's relatively poor performance in the provision of industry-based structured training.

This document is one of a series of 17 individual monographs which are entered into VOCED from TD/TNC 55.12 to TD/TNC 55.28. For a summary and overview of the current training effort in each industry in Australia see TD/TNC 55.11 and for the collected papers in one volume, 'Outlook for training in Australia's industries', see TD/TNC 55.06.

Keywords: Vocational education; Training; Industry; Occupational description; Occupational research; Statistics; Policy formation; Employment; Planning of training; Training objective; Construction; Construction industry; Construction worker; Engineering; Housing; Road
ISBN: 0873974816

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $12.95 or $9.95 if ten or more of the Industry training monograph series are purchased.

107

TD/TNC 55.17
National Centre for Vocational Education Research. (NCVER)
Industry training monograph: wholesaling.
Adelaide: NCVER, 1998. v, 17 p.

This document is one of a series of industry training monographs designed to provide readers with an overview of occupational trends and the current training effort in each industry in Australia.

The wholesale industry is one of the middle-sized sectors in the Australian labour market, comprising about 5.8 per cent of total employment. Over the last decade the industry has shown only moderate growth. It is relatively male dominated (nearly 70 per cent of the workforce), and is not a major destination industry for TAFE graduates. Because of the way training statistics are classified it is very difficult to identify how much government-funded training provision is of direct benefit to the wholesale industry.

This document is one of a series of 17 individual monographs which are entered into VOCED from TD/TNC 55.12 to TD/TNC 55.28. For a summary and overview of the current training effort in each industry in Australia see TD/TNC 55.11 and for the collected papers in one volume, 'Outlook for training in Australia's industries', see TD/TNC 55.06.

Keywords: Vocational education; Training; Industry; Occupational description; Occupational research; Statistics; Policy formation; Employment; Planning of training; Training objective; Wholesale trade
ISBN: 0873974824

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $12.95 or $9.95 if ten or more of the Industry training monograph series are purchased.

108

TD/TNC 55.18

National Centre for Vocational Education Research. (NCVER)

Industry training monograph: retailing.

Adelaide: NCVER, 1998. v, 18 p.

This document is one of a series of industry training monographs designed to provide readers with an overview of occupational trends and the current training effort in each industry in Australia.

The retailing sector is the largest single industry of employment in Australia. It is characterised by high levels of part-time and casual employment, a young workforce, and employment that is widely distributed geographically. It is often regarded as a 'vestibule' industry, providing the entry point into the broader labour market, because while it is the sector that provides the first employment experience to many young people, it is not seen as a long term employment option by many of those who start in the sector. Given the geographical range of the industry, its internal diversity and its high proportion of short-term employment, there is not big expenditure on training, and in this sector training receives very little government support.

This document is one of a series of 17 individual monographs which are entered into VOCED from TD/TNC 55.12 to TD/TNC 55.28. For a summary and overview of the current training effort in each industry in Australia see TD/TNC 55.11 and for the collected papers in one volume, 'Outlook for training in Australia's industries', see TD/TNC 55.06.

Keywords: Vocational education; Training; Industry; Occupational description; Occupational research; Statistics; Policy formation; Employment; Planning of training; Training objective; Retail trade; Part time employment; Youth; Sales worker
ISBN: 0873974832

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $12.95 or $9.95 if ten or more of the Industry training monograph series are purchased.

109

TD/TNC 55.19

National Centre for Vocational Education Research. (NCVER)

Industry training monograph: accommodation, cafes and restaurants.

Adelaide: NCVER, 1998. v, 19 p.

This document is one of a series of industry training monographs designed to provide readers with an overview of occupational trends and the current training effort in each industry in Australia.

The accommodation, cafes and restaurants industry in Australia, representing more than half of Australia's tourism and hospitality related employment, accounts for some 4.5 per cent of all jobs in Australia. It has been one of the fastest growing areas of employment over the last decade. The industry employs more females than males, is a significant source of casual and part time jobs, and has the lowest labour costs of any sector and the lowest expenditure on structured training of all industry sectors in Australia. However apprenticeships and traineeships in the industry have grown strongly over the last three years and it has become the fifth largest industry employing apprentices and trainees.

This document is one of a series of 17 individual monographs which are entered into VOCED from TD/TNC 55.12 to TD/TNC 55.28. For a summary and overview of the current training effort in each industry in Australia see TD/TNC 55.11 and for the collected papers in one volume, 'Outlook for training in Australia's industries', see TD/TNC 55.06.

Keywords: Vocational education; Training; Industry; Occupational description; Occupational research; Statistics; Policy formation; Employment; Planning of training; Training objective; Accommodation; Restaurant; Waiter; Hotel industry; Hotel worker; Apprentice; Trainee
ISBN: 0873974840

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $12.95 or $9.95 if ten or more of the Industry training monograph series are purchased.

110

TD/TNC 55.20

National Centre for Vocational Education Research. (NCVER)

Industry training monograph: transport and storage.

Adelaide: NCVER, 1998. v, 20 p.

This document is one of a series of industry training monographs designed to provide readers with an overview of occupational trends and the current training effort in each industry in Australia.

The transport and storage industry is a diverse sector that covers all forms of transport operation, including road, rail, air and sea, as well as related services to transport such as stevedoring, port operations, customs agencies and travel agencies. The industry's employment has been affected by changes in the Australian and world economy over the last decade and has fluctuated in line with these movements. It is characterised by male, full-time employment and appears to receive only a small level of direct government funding for the provision of vocational education and training (VET). In terms of government funded hours of VET per employee it receives the lowest level of funding of all industry training areas.

This document is one of a series of 17 individual monographs which are entered into VOCED from TD/TNC 55.12 to TD/TNC 55.28. For a summary and overview of the current training effort in each industry in Australia see TD/TNC 55.11 and for the collected papers in one volume, 'Outlook for training in Australia's industries', see TD/TNC 55.06.

Keywords: Vocational education; Training; Industry; Occupational description; Occupational research; Statistics; Policy formation; Employment; Planning of training; Training objective; Transport; Storage; Railway transport; Road transport; Travel industry
ISBN: 0873974859

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $12.95 or $9.95 if ten or more of the Industry training monograph series are purchased.

111

TD/TNC 55.21

National Centre for Vocational Education Research. (NCVER)

Industry training monograph: communications.

Adelaide: NCVER, 1998. v, 17 p.

This document is one of a series of industry training monographs designed to provide readers with an overview of occupational trends and the current training effort in each industry in Australia.

The communications service industry is one of the smallest of the major industry divisions in Australia, accounting for about 1.7 per cent of Australia's workforce. The industry is male dominated and has only a small proportion of part-time jobs. A high proportion of the communication industry's workforce (60 per cent) are without formal post-school qualifications, offering a challenge to the vocational education and training (VET) sector to assist in the workforce's retraining and recognition of existing skills learned on the job. It is also noted that there has been a gradual rise in the female share of jobs.

This document is one of a series of 17 individual monographs which are entered into VOCED from TD/TNC 55.12 to TD/TNC 55.28. For a summary and overview of the current training effort in each industry in Australia see TD/TNC 55.11 and for the collected papers in one volume, 'Outlook for training in Australia's industries', see TD/TNC 55.06.

Keywords: Vocational education; Training; Industry; Occupational description; Occupational research; Statistics; Policy formation; Employment; Planning of training; Training objective; Communications industry; Telecommunication

ISBN: 0873974867

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $12.95 or $9.95 if ten or more of the Industry training monograph series are purchased.

112

TD/TNC 55.22

National Centre for Vocational Education Research. (NCVER)

Industry training monograph series: finance and insurance.

Adelaide: NCVER, 1998. v, 19 p.

This document is one of a series of industry training monographs designed to provide readers with an overview of occupational trends and the current training effort in each industry in Australia.

The finance and insurance industry is one of the smaller industries in terms of employment (3.6 per cent of total Australian employment). Despite declining employment levels, and the effects of rationalisation and deregulation, the industry's business levels have grown very strongly over recent years though further reductions in the number of jobs are likely. The industry is concentrated in New South Wales and to a lesser extent Victoria, is one of only five of the 17 industry divisions in which females outnumber males, is made up of predominantly full-time workers, and was among those spending higher amounts on training for its employees.

This document is one of a series of 17 individual monographs which are entered into VOCED from TD/TNC 55.12 to TD/TNC 55.28. For a summary and overview of the current training effort in each industry in Australia see TD/TNC 55.11 and for the collected papers in one volume, 'Outlook for training in Australia's industries', see TD/TNC 55.06.

Keywords: Vocational education; Training; Industry; Occupational description; Occupational research; Statistics; Policy formation; Employment; Planning of training; Training objective; Finance; Insurance; Banking

ISBN: 0873974875

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $12.95 or $9.95 if ten or more of the Industry training monograph series are purchased.

113

TD/TNC 55.23

National Centre for Vocational Education Research. (NCVER)

Industry training monograph series: property and business services.

Adelaide: NCVER, 1998. v, 22 p.

This document is one of a series of industry training monographs designed to provide readers with an overview of occupational trends and the current training effort in each industry in Australia.

The property and business services industry, which includes real estate sales, legal and accountancy practices, employment placement services, labour and equipment hire services, scientific and market research companies, computing consultancy services and technical services in engineering, surveying, architecture and pest control, is the third largest industry division in Australia and has been the fastest growing over the last decade. Most of the employment growth over this period has occurred in the business services part of the industry and appears to have resulted from the growing practice of outsourcing some functions that were once performed within businesses by their own employees. The industry has almost double the proportion of professionals as are found across the Australian workforce as a whole, with only 40 per cent lacking post-school qualifications, is a major employment destination for vocational education and training (VET) graduates, and employer support for training is close to the all-industry average.

This document is one of a series of 17 individual monographs which are entered into VOCED from TD/TNC 55.12 to TD/TNC 55.28. For a summary and overview of the current training effort in each industry in Australia see TD/TNC 55.11 and for the collected papers in one volume, 'Outlook for training in Australia's industries', see TD/TNC 55.06.

Keywords: Vocational education; Training; Industry; Occupational description; Occupational research; Statistics; Policy formation; Employment; Planning of training; Training objective; Real estate; Legal system; Accounting; Employment service; Research; Computing
ISBN: 0873974883

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $12.95 or $9.95 if ten or more of the Industry training monograph series are purchased.

114

TD/TNC 55.24
National Centre for Vocational Education Research. (NCVER)
Industry training monograph series: government administration and defence.
Adelaide: NCVER, 1998. v, 17 p.

This document is one of a series of industry training monographs designed to provide readers with an overview of occupational trends and the current training effort in each industry in Australia.

The government administration and defence industry includes the administrative functions of the three levels of government in Australia, civilians working in defence, the administration of the various justice systems, and employees of foreign governments working in Australia. It covers only about 25 per cent of public sector employment. Over the last decade employment has fluctuated considerably but has grown very little. Government is a significant employer of professionals and middle level clerical, sales and service workers, with about 30 per cent of employees holding a degree or a higher qualification, and government is the industry that provides the most structured training of all industries.

This document is one of a series of 17 individual monographs which are entered into VOCED from TD/TNC 55.12 to TD/TNC 55.28. For a summary and overview of the current training effort in each industry in Australia see TD/TNC 55.11 and for the collected papers in one volume, 'Outlook for training in Australia's industries', see TD/TNC 55.06.

Keywords: Vocational education; Training; Industry; Occupational description; Occupational research; Statistics; Policy formation; Employment; Planning of training; Training objective; Government; Administration
ISBN: 0873974891

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $12.95 or $9.95 if ten or more of the Industry training monograph series are purchased.

115

TD/TNC 55.25
National Centre for Vocational Education Research. (NCVER)
Industry training monograph series: education.
Adelaide: NCVER, 1998. v, 21 p.

This document is one of a series of industry training monographs designed to provide readers with an overview of occupational trends and the current training effort in each industry in Australia.

The education industry is the sixth largest in Australia in terms of employment. Two thirds of its employees are women, one third of jobs are part-time, and professional-level jobs dominate its occupational structure. Over the last decade employment in the industry has grown little more than overall employment levels. In the vocational education and training (VET) sector demand has been driven by both changes in the labour market and, since 1992, government increases in the supply of funding for VET places. Employers in education were among those most supportive of training and were among the minority of industries that increased their expenditure on training between 1993 and 1996.

This document is one of a series of 17 individual monographs which are entered into VOCED from TD/TNC 55.12 to TD/TNC 55.28. For a summary and overview of the current training effort in each industry in Australia see TD/TNC 55.11 and for the collected papers in one volume, 'Outlook for training in Australia's industries', see TD/TNC 55.06.

Keywords: Vocational education; Training; Industry; Occupational description; Occupational research; Statistics; Policy formation; Employment; Planning of training; Training objective; Education; Teacher; University; School; TAFE
ISBN: 0873974905

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $12.95 or $9.95 if ten or more of the Industry training monograph series are purchased.

116

TD/TNC 55.26
National Centre for Vocational Education Research. (NCVER)
Industry training monograph series: health and community services.
Adelaide: NCVER, 1998. v, 18 p.

This document is one of a series of industry training monographs designed to provide readers with an overview of occupational trends and the current training effort in each industry in Australia.

The health and community services industry, fourth largest industry division in Australia with about 9.4 per cent of the total workforce, includes publicly and privately provided health services and hospitals, child care services, aged accommodation, residential and non residential care services and nursing homes. Employment in this industry division has grown by 39 per cent since 1987, almost twice as much as the workforce as a whole. It is the second largest employer of women and is the second largest source of part-time jobs for women, with the lowest average of weekly hours worked per person of all industries in Australia. It is not a large spender on its own training.

This document is one of a series of 17 individual monographs which are entered into VOCED from TD/TNC 55.12 to TD/TNC 55.28. For a summary and overview of the current training effort in each industry in Australia see TD/TNC 55.11 and for the collected papers in one volume, 'Outlook for training in Australia's industries', see TD/TNC 55.06.

Keywords: Vocational education; Training; Industry; Occupational description; Occupational research; Statistics; Policy formation; Employment; Planning of training; Training objective; Health service; Community service; Hospital; Child care; Residential care
ISBN: 0873974913

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $12.95 or $9.95 if ten or more of the Industry training monograph series are purchased.

117

TD/TNC 55.27
National Centre for Vocational Education Research. (NCVER)

Industry training monograph series: cultural and recreational services.

Adelaide: NCVER, 1998. v, 17 p.

This document is one of a series of industry training monographs designed to provide readers with an overview of occupational trends and the current training effort in each industry in Australia.

The cultural and recreational services industry is the fourth smallest (about 2.5 per cent of the total labour force) in terms of employment size in Australia, with employment evenly divided between males and females and a high level of part-time employment. Activities in the cultural sector include radio and television broadcasting, production, distribution and showing of motion pictures, live theatre, music and other live arts. In the recreation sector activities include horse and dog racing, sports grounds and facilities, sports and services to sport, lotteries, casinos and other gambling services. Most of the strong employment growth in this industry over the last decade has been attributable to the sport subdivision, however the industry is not one in which employers provide substantial training support to employees.

This document is one of a series of 17 individual monographs which are entered into VOCED from TD/TNC 55.12 to TD/TNC 55.28. For a summary and overview of the current training effort in each industry in Australia see TD/TNC 55.11 and for the collected papers in one volume, 'Outlook for training in Australia's industries', see TD/TNC 55.06.

Keywords: Vocational education; Training; Industry; Occupational description; Occupational research; Statistics; Policy formation; Employment; Planning of training; Training objective; Culture; Leisure; Radio; Television; Broadcasting; Music; Dramatic art; Art; Theatre arts; Sport
ISBN: 0873974921

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $12.95 or $9.95 if ten or more of the Industry training monograph series are purchased.

118

TD/TNC 55.28
National Centre for Vocational Education Research. (NCVER)

Industry training monograph series: personal and other services.

Adelaide: NCVER, 1998. v, 23 p.

This document is one of a series of industry training monographs designed to provide readers with an overview of occupational trends and the current training effort in each industry in Australia.

The personal and other services industry in Australia includes in the public sector policing and corrective services, and in the private sector hairdressers and beauty therapists, and is the sixth smallest of the 17 industry divisions in numbers employed. The personal services area is dominated by small private sector businesses operating in very competitive environments, demand fluctuating in line with consumer sentiment. The other services area is dominated by private sector police, fire and corrective services, but includes religious organisations, unions, business, professional and public interest organisations. Much of the skilled training relevant to this industry division is not undertaken within the vocational education and training (VET) sector but frequently conducted in house. The major involvement of the VET sector in this industry division is in the training of hairdressers, beauty therapists and gardeners.

This document is one of a series of 17 individual monographs which are entered into VOCED from TD/TNC 55.12 to TD/TNC 55.28. For a summary and overview of the current training effort in each industry in Australia see TD/TNC 55.11 and for the collected papers in one volume, 'Outlook for training in Australia's industries', see TD/TNC 55.06.

Keywords: Vocational education; Training; Industry; Occupational description; Occupational research; Statistics; Policy formation; Employment; Planning of training; Training objective; Police; Hairdressing
ISBN: 087397493X

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $12.95 or $9.95 if ten or more of the Industry training monograph series are purchased.

119

TD/TNC 55.29
National Centre for Vocational Education Research. (NCVER)

Australian apprentice and trainee statistics 1997-98, quarter 4, volume 4, number 4, April-June 1998.

Adelaide: NCVER, 1998. 32 p.

This publication contains a selection of statistics on persons undertaking vocational training through contract of training arrangements (apprenticeships and traineeships). It highlights current trends and provides descriptive analysis on selected topics relating to contract of training. The period reported here is the fourth quarter of the 1997/97 financial year, from 1 April 1998 to 30 June 1998.

Keywords: Statistics; Statistical data; Statistical analysis; Traineeship; Apprenticeship; Australian National Training Authority; ANTA; ANTA funded project

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Cost: $10

120

TD/TNC 55.30
Haynes, Bruce.
Australian education policy.
Wentworth Falls, NSW: Social Science Press, c1997. 311 p.

This book is a teacher education text in formal teacher education courses at both pre-service and in-service levels, and is aimed at encouraging teachers' participation in school-level policy making. It is also intended as a reference for parents who wish to participate in school-level policy making. The Australian context of educational policy making is outlined and some current policy issues are considered as case studies.

Keywords: Teacher; Teaching; Parent; School; Educational policy; In-service education; Policy formation; Participation
ISBN: 1876033606

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

121

TD/TNC 55.31
Blunden, Ralph.
Teaching and learning in vocational education and training.
Katoomba, NSW: Social Science Press, 1997. xii, 422 p.

Intended to appeal to a wide variety of vocational education and training (VET) participants, this book is especially aimed at participants undertaking VET graduate and post-graduate courses in academic settings, and novice teachers and trainers as well as those with considerable VET experience. The first section presents experienced academics reflecting on their areas of expertise, and the second section offers a series of essays by participants in the undergraduate courses of the Dept of Vocational Education and Training at the University of Melbourne.

Keywords: Vocational education; Training; Teaching; Learning; Skill; Graduate student; Graduate study; Participation
ISBN: 1876033908

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

122

TD/TNC 55.32
Partington, Gary.
Perspectives on Aboriginal and Torres Strait Islander education.
Katoomba, NSW: Social Science Press, 1998. xii, 339 p.

Neglect of the educational needs of Aboriginal and Torres Strait Islander students by mainstream education in Australia has led to low rates of success and high drop out rates, which then have contributed to the continuing exclusion of indigenous students from higher education and from better opportunities in life. This book provides guidance to teachers and student teachers in participating in bringing about the changes to education necessary for indigenous students if they are going to succeed in school at the same rates as other students in Australia.

Keywords: Aboriginal education; Aboriginal student; Aboriginal community; Equal opportunity; Access to education; Participation; Outcome of education; Higher education; Teacher; Student teacher
ISBN: 1876033134

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

123

TD/TNC 55.33
Booker, Di.
Australian directory of vocational education and training. 4th edition.
Adelaide: Auslib Press, 1998. 567 p.

This fourth edition of the directory mirrors the changes that have occurred in the sector since the first edition in 1992. It brings together information about courses which are available through Australia's tertiary education and training sector. It contains information about Australia's 37 universities, but the main focus remains on the vocational education and training (VET) sector, providing comprehensive detail about government-funded TAFE as well as privately-funded providers. Individual entries provide information about programs, services and senior staff for each institution. Information at a state level is provided for departments, services and senior staff, and there is information as well about national bodies. For courses, the information is given about who provides individual courses, and where they are held. The directory is intended for use by public and private providers, libraries and individual clients.

Keywords: Directory; Vocational education; Training; Australia; TAFE college; Government agency; Private training provider; Training institution
ISBN: 187514532X

AVAILABLE FROM: Auslib Press, PO Box 622, Blackwood SA 5051. Ph +61 8 8278 4363; Fax: +61 8 8278 4000. Cost: $50.00 + $8 p&h.

124

TD/TNC 55.34
Australian National Training Authority Research Advisory Council. (ANTARAC)
Djama and VET: exploring partnerships and practices in the delivery of vocational education and training in rural

and remote Aboriginal communities.
Darwin: Northern Territory University Press, 1998.
xiii, 111 p. (volume 1); xiii, 224 p. (volume 2)

The pressing issues of vocational education and training (VET) delivery to rural and remote Aboriginal communities are addressed in the two volumes comprising this publication. Volume two focuses on the complex task of delivering VET to rural and remote Aboriginal communities by means of six case studies. Key issues of access and equity for Aboriginal communities are raised, as are the complexities of VET delivery in remote cross cultural contexts, offering practitioners insights and directions in relation to VET delivery in rural and remote communities throughout Australia. Volume one produces a synthesis of the case study data in order to provide advice for policy makers in the VET sector, and concludes with a statement of principles of best practice for VET delivery to rural and remote Aboriginal communities throughout Australia, and an indication of the systemic changes required to accommodate these principles.

2 volumes

Keywords: Aboriginal community; Aboriginal education; Aboriginal student; Vocational education; Training; Delivery system; Rural area; Rural community; Rural education; Rural training; Case study; Best practice; Access to education
ISBN: 1876248149

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211
Interlibrary loan

125

TD/TNC 55.35
Billett, Stephen; McCann, Andrew; Scott, Kerrie.
Workplace mentoring: organising and managing effective practice.
[Brisbane]: Griffith University, 1998.
iii, 75 p.

The aim of this report is to assist with the development and implementation of effective mentoring for workplaces. Its conclusions are drawn from an investigation of the use of guided learning strategies on five workplaces over a six month period, during which period some key principles and practices, which should assist in making workplaces effective learning environments, were identified. The research methodology is described and findings offered.

Keywords: Mentor; Workplace; Workplace learning; Learning activities; Research study
ISBN: 0868579149

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211
Interlibrary loan

126

TD/TNC 55.36
Harrold, Ross.
Towards an ideal resource allocation model for the vocational education and training sector.
[Melbourne]: Centre for the Economics of Education and Training, 1996. 27 p.
(Working paper, no. 6)

Resource allocation principles and practice in state vocational education and training (VET) systems are reviewed in this paper, which focuses on the way resources are allocated by the central funding authorities and identifies two basic approaches to resource allocation, the active and the passive. The paper argues that the active approach to resource allocation is only beginning to be taken in VET.

Keywords: Vocational education; Training; Resource allocation; Educational system; Training system

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211
Interlibrary loan.

127

TD/TNC 55.37
Selby Smith, Joy; Selby Smith, Chris; Ferrier, Fran.
Survey of users in 1996 user choice pilot projects.
[Melbourne]: Centre for the Economics of Education and Training, 1996. 35 p.
(Working paper, no. 7)

This paper reports on the pilot projects conducted as part of the Australian National Training Authority (ANTA) funded 1996 User Choice National Project. Fifty pilot projects are described, in particular: the distribution of pilots among the States and Territories, their number and size; the national companies project; and the diversity of the pilots in terms of the type of training they offer, their circumstances, and the patterns of negotiation.

Keywords: User choice; Pilot project; Apprenticeship; Traineeship; ANTA funded project

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211
Interlibrary loan.

128

TD/TNC 55.38
Cornford, Ian R.
Schooling and vocational preparation: is a revolution really taking place?
1998. Unpublished. 14 p.

Ongoing technological and economic revolutions have resulted in concerted efforts to increase the vocational content of the curriculum. Viewed from historical and sociological perspectives, what is occurring is an overdue realignment of curriculum content and the needs of the society. Polarisations and false dichotomies promoted by the idealised liberal education philosophy are disappearing. Changes to the nature of knowledge, skill and work require new forms of vocational education which reconcile the theoretical and the practical, while research seeking more effective academic learning is itself increasingly emphasising the need for closer links between the theoretical and practical. The major problem remains of a class-based, discriminatory educational system which separates the more challenging intellectual and academic from the practical and more occupationally focused. It is argued that a real revolution in schooling and vocational preparation will only have occurred when the changed nature of work, knowledge, and skills is reflected in school curricula.

Keywords: Technological change; Social change; School; Vocational education; Educational needs; Educational system; Vocational education; Training

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

129

TD/TNC 55.39

Gillis, Shelley; Griffin, Patrick; Trembath, Richard; Ling, Peter.

Examination of the theoretical underpinning of assessment.

[Melbourne]: University of Melbourne, [1998]. Various pagings

The main objectives of the study reported here were to clarify the language and practice of assessment and address the following questions: how are judgements of competence made, both in the classroom and the workplace; how can a consistent quality of assessment be achieved and maintained, given the range of variables involved and methods of assessment; what is the role of teachers/industry trainers/workplace assessors in the assessment. The first approach was to review the literature on assessment generally and then to link this to competency based assessment in particular. In doing so the study examined the definitions of competence and assessment and drew out the implications of both for practice. It then examined how and what assessment information was collected by practitioners, how it was interpreted, what record keeping approaches were used, and how and what communication approaches were used in this process. Field-data collection used a mix of surveys, case study analysis and document analysis.

Keywords: Assessment; Competence; Competency based assessment; Classroom; Workplace; Quality; Teacher; Trainer; Literature survey; Case study; Survey; ANTA funded project

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

130

TD/TNC 55.40

Monash University. Australian Council for Education and Research. Centre for the Economics of Education and Training. (CEET)

Rapid economic change and lifelong learning.

Rapid economic change and lifelong learning: "Monash University-ACER Centre for the Economics of Education Conference", Melbourne, 31 August 1998.

[Melbourne]: Monash University-ACER Centre for the Economics of Education and Training, 1998.

1 folder, various pagings

This folder contains the collected papers of the Centre for the Economics of Education (CEET) Conference 'Rapid economic change and lifelong learning', which was held in Melbourne on 31 August 1998. The individual papers delivered at this conference were: 'Implications for education and training of changes in jobs and incomes.' - Gerald Burke; 'Lifelong learning as a policy response.' -Phillip McKenzie; 'New occupational patterns in an era of globalisation and rapid economic reform.' - Chandra Shah and Leo Maglen; 'Match between educational qualifications and jobs.' -Michael Long; 'Lifelong learning and VET in schools.' - Jeff Malley; 'Role of enterprises in lifelong learning: what can realistically be expected?' - Sonnie Hopkins; 'Learning in rural communities: a response to rapid economic change.' - Sue Kilpatrick; 'Economic change and new learning demands: a case study from the pharmaceutical industry.' - Gail FitzSimons; 'Navigating the rapids: the role of information and advisory services in VET.' - Damon Anderson; 'Globalisation, women and VET policy.' - Fran Ferrier; 'Implications for: the education and training research agenda.' - Rod McDonald; 'Implications for: education and training practice.' - Jennifer Nevard; 'Implications for: education and training policy.' - Phil Clarke. The individual papers so far available are indexed from TD/TNC 55.41 to TD/TNC 55.50.

Keywords: Conference paper; Lifelong learning; Social change; Economic conditions; Economic growth; Employment pattern; Unemployment; Educational policy; Training policy; Australian Council for Education Research; ACER

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual papers available for photocopying.

131

TD/TNC 55.41

Burke, Gerald.

Economic change: implications for jobs, income and joblessness.

IN:Rapid economic change and lifelong learning: Monash University-ACER Centre for the Economics of Education Conference, Melbourne, 31 August 1998.

[Melbourne] : Monash University-ACER Centre for the Economics of Education and Training, 1998. [17] p.

Australia has experienced fast economic growth and has increased its rate of productivity growth in recent years. This apparently successful aggregate outcome has occurred along with increasing internal deregulation, privatisation and exposure to international forces. Considerable changes in patterns of employment, joblessness and income distribution have accompanied these changes. This paper considers some major aspects and their links to training: changing industry and occupational distribution; increased part-time and casual employment; reductions on periods of employment; increasing hours of full-time work; multiple job holding; reduced public sector employment; reduction in length of full-time working life; reduced union membership; sustained levels of unemployment and long term unemployment; high levels of hidden unemployment and other joblessness; increased regional variation in joblessness; widening income distribution and increases in the proportion in poverty.

Keywords: Employment; Unemployment; Economic implication; Economic policy; Income; Income distribution; Economic growth; Training

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

132

TD/TNC 55.42

McKenzie, Phillip.

Lifelong learning as a policy response.

IN:Rapid economic change and lifelong learning: Monash University-ACER Centre for the Economics of Education Conference, Melbourne, 31 August 1998.

[Melbourne] : Monash University-ACER Centre for the Economics of Education and Training, 1998. [9] p.

On-going economic and social changes have increased the importance of up-to-date skills and knowledge. A growing share of economic activity is knowledge and information intensive, and the complexities of modern society require people to be open to new ideas and adept at new ways of doing things. Those who are not able to anticipate and adapt to change are likely to become increasingly marginalised in economic and social life. Concerns such as these have fuelled considerable interest in the lifelong learning concept in recent years. What is not so clear is what lifelong learning actually means, and what policy actions may be necessary to bring it about. This paper attempts to identify the major elements of a lifelong learning framework, and the policy priorities that it implies. The discussion is illustrated by comparisons of Australia's educational participation and attainment with that of other Organisation for Economic Co-operation and Development (OECD) countries.

Keywords: Lifelong learning; Educational policy; Government policy; Economic implications; Economic growth; Social change; Skill

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

133

TD/TNC 55.43

Shah, Chandra; Maglen, Leo.

New occupational patterns in an era of globalisation and rapid economic reform.

IN:Rapid economic change and lifelong learning: Monash University-ACER Centre for the Economics of Education Conference, Melbourne, 31 August 1998.

[Melbourne] : Monash University-ACER Centre for the Economics of Education and Training, 1998. [20] p.

In the past decade the Australian economy has been increasingly subjected to the forces of globalisation and other macro and micro structural reforms. This paper attempts to document the effect of these changes on the occupational pattern of employment. Official classification codes frequently fail to capture new and emerging patterns especially in times of rapid change. The paper also reports on a study to develop a new paradigm to classify occupations. The results of the study raise a number of questions about the role that education and training will play if these trends continue.

Keywords: Economic implications; Occupational change; Employment pattern; Occupational classification

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

134

TD/TNC 55.44

Long, Michael.

Match between educational qualifications and jobs.

IN:Rapid economic change and lifelong learning: Monash University-ACER Centre for the Economics of Education Conference, Melbourne, 31 August 1998.

[Melbourne] : Monash University-ACER Centre for the Economics of Education and Training, 1998. [22] p.

People must be able to use the skills acquired in their education and training in order to realise any economic benefits from that education and training. The literature on the economics of education and training examines this issue under the headings of 'job-matching' and 'over-education'. This paper reviews these concepts and aspects of that literature. The paper also presents results on job-matching from the 1993 Australian Bureau of Statistics (ABS) Survey of Training and Education. These results show that a substantial proportion of employees did not require their highest qualification in order to obtain their current job. The extent to which highest qualifications were not required varied with the qualification and employee and employment characteristics. Further results show that earnings were reduced if the highest post-school qualification was not required in order to obtain the job.

Keywords: Skill; Education; Training; Qualifications; Outcome of education; Economics of education; Level of qualification; Income; Employment

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

135

TD/TNC 55.45
Malley, Jeff.

Case studies on responding to change: the take up of VET in schools.

IN:Rapid economic change and lifelong learning: Monash University-ACER Centre for the Economics of Education Conference, Melbourne, 31 August 1998.
[Melbourne] : Monash University-ACER Centre for the Economics of Education and Training, 1998. [6] p.

Since the 1970s there has been a continuous policy thread of the need for structural reform to training systems as part of the response to survival in the competitive and technological global society. One part of this policy thread which has gathered momentum since the early 1990s is the increasing engagement of secondary schools in the provision of vocational education and training (VET). Drawing on case studies of school engagement in VET delivery from around Australia in a variety of regional and industry settings, this paper will discuss emerging trends of regionalism and partnership arrangements between enterprises and schools as responses to the changing environment. The merging of key competencies into entry level training programs provided by schools could also be seen as the building blocks for individual lifelong skills.

Keywords: Vocational education; Training; School; Enterprise; Training system; Technological change; Case study; Delivery system; Entry level training; Key competency; Policy

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

136

TD/TNC 55.46
Hopkins, Sonnie.

Role of enterprises in lifelong learning: what can realistically be expected?

IN:Rapid economic change and lifelong learning: Monash University-ACER Centre for the Economics of Education Conference, Melbourne, 31 August 1998.
[Melbourne] : Monash University-ACER Centre for the Economics of Education and Training, 1998. [12] p.

This paper examines the issue of enterprise contribution to lifelong learning, in the context of the current national strategy for vocational education and training (VET). It concludes that recent research confirms the importance of lifelong learning and a training culture within Australia, if the nation is to achieve enhanced national prosperity through international competitive industries with a highly skilled and knowledgeable workforce.

Keywords: Lifelong learning; Enterprise; Training; Industry; Skill; Decision making; Model

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

137

TD/TNC 55.47
Kilpatrick, Sue.

Learning in rural communities: a response to rapid economic change.

IN:Rapid economic change and lifelong learning: Monash University-ACER Centre for the Economics of Education Conference, Melbourne, 31 August 1998.
[Melbourne] : Monash University-ACER Centre for the Economics of Education and Training, 1998. [14] p.

This paper explores the role which learning plays in community responses to external pressures such as rapid economic change. It has been suggested that regional communities with populations of under 15,000 are the least resilient to negative economic shocks, but that local initiatives and local actions can reduce the negative impact of rapid economic change on small rural communities. Such initiatives involve the participants in informal learning through social interactions. These interactions draw on social capital. The Centre for Research and Learning in Regional Australia (CRLRA) has studied the informal learning process which builds resilient communities and developed a model to conceptualise this. The model illustrates that social capital is built as it is used. The informal learning interactions help people to get to know each other, and develop networks. They also build a commitment to the community and increase people's confidence to act for the good of the community. An understanding of the ways in which communities build and use social capital as they learn will help build resilient rural and regional communities.

Keywords: Learning; Rural community; Economic implication; Informal education; Social change

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

138

TD/TNC 55.48
FitzSimons, Gail.

Economic change and new learning demands: a case study from the pharmaceutical industry.

IN:Rapid economic change and lifelong learning: Monash University-ACER Centre for the Economics of Education Conference, Melbourne, 31 August 1998.
[Melbourne] : Monash University-ACER Centre for the Economics of Education and Training, 1998. [12] p.

This paper addresses issues associated with lifelong learning in times of rapid economic change from the perspective of mathematics and technology teaching and curriculum practice in an Australian pharmaceutical manufacturing enterprise. It assesses critically the mandated mathematics curriculum, arguing that it is neither based on a solid educational research framework nor does it take any account of the rapidly changing organisation of work, with serious social and economic consequences affecting workers, employers, and the community at large. However, it is possible to work around this curriculum to operate more holistically to integrate workers' breadth and depth of prior experience across a broadened view of curriculum in a manner that enhances rather than hinders lifelong learning.

Keywords: Economic implication; Learning; Case study; Pharmaceutical industry; Lifelong learning; Teaching; Mathematics; Technology

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

139

TD/TNC 55.49
Anderson, Damon.

Navigating the rapids: the role of educational and careers information and advisory services in vocational education and training.

IN:Rapid economic change and lifelong learning: Monash University-ACER Centre for the Economics of Education Conference, Melbourne, 31 August 1998.

[Melbourne] : Monash University-ACER Centre for the Economics of Education and Training, 1998. [25] p.

This paper argues that educational and careers information, advisory and counselling services perform an essential role in assisting people of all ages to navigate rapid economic change and participate effectively in lifelong learning. To this end, the paper outlines current social, economic and educational trends that highlight the need for lifelong learning yet complicate the process of choosing education and career paths. Key reports advocating the need for improved educational and careers information, advisory and counselling services in the vocational education and training sector are then analysed. By way of conclusion, some policy implications of the research are discussed.

Keywords: Lifelong learning; Information; Career information systems; Education; Educational needs; Study; Advisory service; Counselling

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

140

TD/TNC 55.50
Ferrier, Fran.

Globalisation, women and VET policy.

IN:Rapid economic change and lifelong learning: Monash University-ACER Centre for the Economics of Education Conference, Melbourne, 31 August 1998.

[Melbourne] : Monash University-ACER Centre for the Economics of Education and Training, 1998. [1] p.

Globalisation is consistently presented as the most important of the many forces for change at this time, however it is rarely discussed or analysed with a central awareness of differences in the lives and experiences of men and women - or different groups of men and women. This is a one page summary of a paper looking at this issue. It reports on a search of electronic databases and major publications on CD ROM are presented, suggesting that most literature treats the changes as gender-neutral. The discussion focused on the implications of this research gap for vocational education and training policy construction.

Keywords: Women; Vocational education; Training; Educational policy; Training policy; Policy formation; Lifelong learning

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

141

TD/TNC 55.51
Nicoll, Katherine.

Flexible learning: unsettling practices.

IN: Studies in continuing education. Vol. 19,(2), 1997, p. 100-111

This paper explores the significance and effects of contemporary moves towards 'flexible learning' within Australian institutions of education and training. Arguing that there is a tendency within discourses of pedagogy and policy to assume that flexible learning signifies merely a 'better' form for the delivery of learning, the possibilities that it may be a practice that changes the context or outcomes of learning itself are discussed. A 'story' is developed which suggests that flexible learning may have the potential to change both the identities of learners and teachers and knowledge itself in quite unsettling ways.

Keywords: Flexible delivery; Education; Training; Pedagogics; Educational policy; Outcome of education
ISSN: 0158-037X

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

142

TD/TNC 55.52
Queensland Board of Senior Secondary School Studies.

Vocational education and training not reported on the Senior Certificate.

Brisbane: Queensland Board of Senior Secondary School Studies, 1998. 59 p. + appendices

This report examines the nature and extent of vocational education and training (VET) in schools that is not reported on the Senior Certificate, with particular regard to VET at Australian Qualifications Framework (AQF) level one or above. The report identifies and maps the amount and types of VET undertaken by senior secondary students at AQF level one or above that are not reported in the Senior Certificate ('unreported VET'); provides information about schools' intentions to seek to have accredited and currently unreported VET modules included on the list of Recorded subjects; and provides an overview of the VET that is reported on the Senior Certificate ('reported VET'), focusing particularly on Recorded subjects and the principles and procedures for including VET modules and/or competencies as Recorded subjects on the Senior Certificate.

Keywords: Queensland; Vocational education; Training; Secondary school; Certificate; Student; Accreditation; Australian Qualifications Framework; AQF
ISBN: 0724276289

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

143

TD/TNC 55.53
National Centre for Vocational Education Research. (NCVER)
TAFE graduate destination survey 1998: at a glance.
Canberra: NCVER, 1998. 12 p.

This document presents summary information gained from the national survey of TAFE students who completed their courses during 1997 and graduated with a qualification from a course of at least 200 hours or of one semester in duration. Information was gathered on the employment situations of the graduates, their reasons for undertaking the course, the relevance of the training to their employment, their satisfaction with their course, and further study intentions.

Keywords: TAFE; Graduate study; Survey; Outcome of education; Employment; Summary

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

144

TD/TNC 55.54
National Centre for Vocational Education Research. (NCVER)
1998 TAFE graduate destination survey: state report: New South Wales.
Canberra: NCVER, 1998. 188 p. + appendices

This report contains the results for New South Wales from the 1998 Technical and Further Education (TAFE) Graduate Destination Survey (GDS), conducted by ACNielsen Research on behalf of the National Centre For Vocational Education Research (NCVER) and funded by the Australian National Training Authority (ANTA)

Nationally, the survey involved sending a questionnaire to all graduates (120,775) at publicly-funded TAFE institutes in Australia in 1997 who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration and had an Australian address as their usual address. A total of 66,607 graduates responded, a national response rate of 55.2 percent. Of the graduates sent a questionnaire, 55,727 were from New South Wales and 30,711 responded, a response rate of 55.1 percent.

The aim of the 1998 TAFE GDS was to measure vocational education and training (VET) graduates' employment outcomes, further study destinations and opinions of courses completed. It provides national, state and institute level data to support the National VET Strategy and information to assist in administration, planning and evaluation.

A detailed description of the 1998 survey methodology, a glossary and fieldwork materials (including the questionnaire) are contained as appendices to this report.

Related publications are: 1998 TAFE graduate destination survey: at a glance (TD/TNC 55.53); 1998 TAFE graduate destination survey: state/territory reports (TD/TNC 55.54-TD/TNC 55.61).

Keywords: New South Wales; TAFE; Graduate; Survey; Questionnaire; Employment; Graduate Destination Survey; GDS; National Centre for Vocational Education Research; NCVER; Outcome of education

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

145

TD/TNC 55.55
National Centre for Vocational Education Research. (NCVER)
1998 TAFE graduate destination survey: state report: Victoria.
Canberra: NCVER, 1998. 189 p. + appendices

This report contains the results for Victoria from the 1998 Technical and Further Education (TAFE) Graduate Destination Survey (GDS), conducted by ACNielsen Research on behalf of the National Centre For Vocational Education Research (NCVER) and funded by the Australian National Training Authority (ANTA)

Nationally, the survey involved sending a questionnaire to all graduates (120,775) at publicly-funded TAFE institutes in Australia in 1997 who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration and had an Australian address as their usual address. A total of 66,607 graduates responded, a national response rate of 55.2 percent. Of the graduates sent a questionnaire, 24,156 were from Victoria and 13,305 responded, a response rate of 55.1 percent.

The aim of the 1998 TAFE GDS was to measure vocational education and training (VET) graduates' employment outcomes, further study destinations and opinions of courses completed. It provides national, state and institute level data to support the National VET Strategy and information to assist in administration, planning and evaluation.

A detailed description of the 1998 survey methodology, a glossary and fieldwork materials (including the questionnaire) are contained as appendices to this report.

Related publications are: 1998 TAFE graduate destination survey: at a glance (TD/TNC 55.53); 1998 TAFE graduate destination survey: state/territory reports (TD/TNC 55.54-TD/TNC 55.61).

Keywords: Victoria; TAFE; Graduate; Survey; Questionnaire; Employment; Graduate Destination Survey; GDS; National Centre for Vocational Education

Research; NCVER; Outcome of education

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

146

TD/TNC 55.56

National Centre for Vocational Education Research. (NCVER)

1998 TAFE graduate destination survey: state report: Queensland.

Canberra: NCVER, 1998. 189 p. + appendices

This report contains the results for Queensland from the 1998 Technical and Further Education (TAFE) Graduate Destination Survey (GDS), conducted by ACNielsen Research on behalf of the National Centre For Vocational Education Research (NCVER) and funded by the Australian National Training Authority (ANTA)

Nationally, the survey involved sending a questionnaire to all graduates (120,775) at publicly-funded TAFE institutes in Australia in 1997 who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration and had an Australian address as their usual address. A total of 66,607 graduates responded, a national response rate of 55.2 percent. Of the graduates sent a questionnaire, 13,713 were from Queensland and 7576 responded, a response rate of 55.2 percent.

The aim of the 1998 TAFE GDS was to measure vocational education and training (VET) graduates' employment outcomes, further study destinations and opinions of courses completed. It provides national, state and institute level data to support the National VET Strategy and information to assist in administration, planning and evaluation.

A detailed description of the 1998 survey methodology, a glossary and fieldwork materials (including the questionnaire) are contained as appendices to this report.

Related publications are: 1998 TAFE graduate destination survey: at a glance (TD/TNC 55.53); 1998 TAFE graduate destination survey: State/Territory reports (TD/TNC 55.54-TD/TNC 55.61).

Keywords: Queensland; TAFE; Graduate; Survey; Questionnaire; Employment; Graduate Destination Survey; GDS; National Centre for Vocational Education Research; NCVER; Outcome of education

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

147

TD/TNC 55.57

National Centre for Vocational Education Research. (NCVER)

1998 TAFE graduate destination survey: state report: South Australia.

Canberra: NCVER, 1998. 189 p. + appendices

This report contains the results for South Australia from the 1998 Technical and Further Education (TAFE) Graduate Destination Survey (GDS), conducted by ACNielsen Research on behalf of the National Centre For Vocational Education Research (NCVER) and funded by the Australian National Training Authority (ANTA)

Nationally, the survey involved sending a questionnaire to all graduates (120,775) at publicly-funded TAFE institutes in Australia in 1997 who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration and had an Australian address as their usual address. A total of 66,607 graduates responded, a national response rate of 55.2 percent. Of the graduates sent a questionnaire, 10,635 were from South Australia and 5876 responded, a response rate of 55.3 percent.

The aim of the 1998 TAFE GDS was to measure vocational education and training (VET) graduates' employment outcomes, further study destinations and opinions of courses completed. It provides national, state and institute level data to support the National VET Strategy and information to assist in administration, planning and evaluation.

A detailed description of the 1998 survey methodology, a glossary and fieldwork materials (including the questionnaire) are contained as appendices to this report.

Related publications are: 1998 TAFE graduate destination survey: at a glance (TD/TNC 55.53); 1998 TAFE graduate destination survey: State/Territory reports (TD/TNC 55.54-TD/TNC 55.61).

Keywords: South Australia; TAFE; Graduate; Survey; Questionnaire; Employment; Graduate Destination Survey; GDS; National Centre for Vocational Education Research; NCVER; Outcome of education

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

148

TD/TNC 55.58

National Centre for Vocational Education Research. (NCVER)

1998 TAFE graduate destination survey: state report: Western Australia.

Canberra: NCVER, 1998. 190 p. + appendices

This report contains the results for Western Australia from the 1998 Technical and Further Education (TAFE) Graduate Destination Survey (GDS), conducted by ACNielsen Research on behalf of the National Centre For Vocational Education Research (NCVER) and funded by the Australian National Training Authority (ANTA)

Nationally, the survey involved sending a questionnaire to all graduates (120,775) at publicly-funded TAFE institutes in Australia in 1997 who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration and had an Australian address as their usual address. A total of 66,607 graduates responded, a national response rate of 55.2 percent. Of the graduates sent a questionnaire, 11,078 were from Western Australia and 6122 responded, a response rate of 55.3 percent.

The aim of the 1998 TAFE GDS was to measure vocational education and training (VET) graduates' employment outcomes, further study destinations and opinions of courses completed. It provides national, state and institute level data to support the National VET Strategy and information to assist in administration, planning and evaluation.

A detailed description of the 1998 survey methodology, a glossary and fieldwork materials (including the questionnaire) are contained as appendices to this report.

Related publications are: 1998 TAFE graduate destination survey: at a glance (TD/TNC 55.53); 1998 TAFE graduate destination survey: State/Territory reports (TD/TNC 55.54-TD/TNC 55.61).

Keywords: Western Australia; TAFE; Graduate; Survey; Questionnaire; Employment; Graduate Destination Survey; GDS; National Centre for Vocational Education Research; NCVER; Outcome of education

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

149

TD/TNC 55.59
National Centre for Vocational Education Research. (NCVER)
1998 TAFE graduate destination survey: state report: Tasmania.
Canberra: NCVER, 1998. 183 p. + appendices

This report contains the results for Tasmania from the 1998 Technical and Further Education (TAFE) Graduate Destination Survey (GDS), conducted by ACNielsen Research on behalf of the National Centre For Vocational Education Research (NCVER) and funded by the Australian National Training Authority (ANTA)

Nationally, the survey involved sending a questionnaire to all graduates (120,775) at publicly-funded TAFE institutes in Australia in 1997 who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration and had an Australian address as their usual address. A total of 66,607 graduates responded, a national response rate of 55.2 percent. Of the graduates sent a questionnaire, 2046 were from Tasmania and 1180 responded, a response rate of 57.7 percent.

The aim of the 1998 TAFE GDS was to measure vocational education and training (VET) graduates' employment outcomes, further study destinations and opinions of courses completed. It provides national, state and institute level data to support the National VET Strategy and information to assist in administration, planning and evaluation.

A detailed description of the 1998 survey methodology, a glossary and fieldwork materials (including the questionnaire) are contained as appendices to this report.

Related publications are: 1998 TAFE graduate destination survey: at a glance (TD/TNC 55.53); 1998 TAFE graduate destination survey: State/Territory reports (TD/TNC 55.54-TD/TNC 55.61).

Keywords: Tasmania; TAFE; Graduate; Survey; Questionnaire; Employment; Graduate Destination Survey; GDS; National Centre for Vocational Education Research; NCVER; Outcome of education

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

150

TD/TNC 55.60
National Centre for Vocational Education Research. (NCVER)
1998 TAFE graduate destination survey: territory report: Northern Territory.
Canberra: NCVER, 1998. 182 p. + appendices

This report contains the results for the Northern Territory from the 1998 Technical and Further Education (TAFE) Graduate Destination Survey (GDS), conducted by ACNielsen Research on behalf of the National Centre For Vocational Education Research (NCVER) and funded by the Australian National Training Authority (ANTA)

Nationally, the survey involved sending a questionnaire to all graduates (120,775) at publicly-funded TAFE institutes in Australia in 1997 who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration and had an Australian address as their usual address. A total of 66,607 graduates responded, a national response rate of 55.2 percent. Of the graduates sent a questionnaire, 1245 were from the Northern Territory and 649 responded, a response rate of 52.1 percent.

The aim of the 1998 TAFE GDS was to measure vocational education and training (VET) graduates' employment outcomes, further study destinations and opinions of courses completed. It provides national, state and institute level data to support the National VET Strategy and information to assist in administration, planning and evaluation.

A detailed description of the 1998 survey methodology, a glossary and fieldwork materials (including the questionnaire) are contained as appendices to this report.

Related publications are: 1998 TAFE graduate destination survey: at a glance (TD/TNC 55.53); 1998 TAFE graduate destination survey: State/Territory reports (TD/TNC 55.54-TD/TNC 55.61).

Keywords: Northern Territory; TAFE; Graduate; Survey; Questionnaire; Employment; Graduate Destination Survey; GDS; National Centre for Vocational Education Research; NCVER; Outcome of education

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

151

TD/TNC 55.61

National Centre for Vocational Education Research. (NCVER)

1998 TAFE graduate destination survey: territory report: Australian Capital Territory.

Canberra: NCVER, 1998. 184 p. + appendices

This report contains the results for the Australian Capital Territory from the 1998 Technical and Further Education (TAFE) Graduate Destination Survey (GDS), conducted by ACNielsen Research on behalf of the National Centre For Vocational Education Research (NCVER) and funded by the Australian National Training Authority (ANTA)

Nationally, the survey involved sending a questionnaire to all graduates (120,775) at publicly-funded TAFE institutes in Australia in 1997 who completed a Certificate, Advanced Certificate, Associate Diploma, Diploma or Advanced Diploma of at least 200 hours or one semester in duration and had an Australian address as their usual address. A total of 66,607 graduates responded, a national response rate of 55.2 percent. Of the graduates sent a questionnaire, none were from the Australian Capital Territory and none responded, a response rate of 0 percent.

The aim of the 1998 TAFE GDS was to measure vocational education and training (VET) graduates' employment outcomes, further study destinations and opinions of courses completed. It provides national, state and institute level data to support the National VET Strategy and information to assist in administration, planning and evaluation.

A detailed description of the 1998 survey methodology, a glossary and fieldwork materials (including the questionnaire) are contained as appendices to this report.

Related publications are: 1998 TAFE graduate destination survey: at a glance (TD/TNC 55.53); 1998 TAFE graduate destination survey: State/Territory reports (TD/TNC 55.54-TD/TNC 55.61).

Keywords: Australian Capital Territory; TAFE; Graduate; Survey; Questionnaire; Employment; Graduate Destination Survey; GDS; National Centre for Vocational Education Research; NCVER; Outcome of education

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

152

TD/TNC 55.62

Nicolls, Martina.

State training profiles: a review of statistical documentation for the vocational education and training sector.

IN: Journal of higher education policy and management. Vol. 20,(1), 1998, p. 89-98

This paper reviews the statistical information used in the documentation of the State training profiles. The profiles, produced annually, outline the existing training in each State and Territory in Australia and projections for future training. They document industry-specific properties which have implications for decisions on resources and funding allocations for the provision of vocational education and training. The State training profiles are collated to produce the annual national strategy for vocational education and training. Adequate statistical information for training authorities and providers would result in improved strategic planning for a more effective and efficient vocational education system. An evaluation of the vocational education and training data collection process is described, in which specific concerns are identified. Data limitations are identified to improve the representation of statistics used to determine the training needs of Australian industries documented in the State training profiles. This paper posits the need for cross-sectoral data and the inclusion of higher education statistics for the documentation of a comprehensive and strategic profile of education and training in Australia.

Keywords: Vocational education; Training; Statistics; Statistical analysis; Strategic planning; Planning of training; Evaluation; Data collecting; Training needs

ISSN: 1360-080X

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy

153

TD/TNC 55.63

Australian National Training Authority. (ANTA)

National competency standards, guidelines and qualifications: veterinary nursing training package.

Melbourne: ANTA, 1998. various pagings

This veterinary nursing training package was produced with the assistance of funding provided by the Commonwealth Government through the Australian National Training Authority (ANTA) and is endorsed by the National Training Framework Committee. The package is based on: the national competency standards for the veterinary nursing industry; the national Agriculture and Horticulture Assessment Policy guidelines; and the national qualifications for the industry, which reflect the Australian Qualifications Framework (AQF) levels and titles.

Under title: Providing direction on learning, training and qualifications. Supporting New Apprenticeships.

Keywords: Training package; Rural Training Council of Australia; RTCA;

Assessment; Competency standard; Guidelines; Learning; Training; Qualifications; New Apprenticeships; Certificate course; Diploma course

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

154

TD/TNC 55.64

Carlin, Paul; St Leger, Pam.

MOSEDG school to industry program: building a workplace learning community.

Hawthorn, Vic: Dept of Vocational Education and Training, 1998. 32 p. *(Working paper, no. 10)*

This report was prepared in response to a commission by Moorabbin Oakleigh Springvale Employment Development Group (MOSEDG) to the Dept of Vocational Education and Training (DVET) at the University of Melbourne. The MOSEDG School-to-Industry Program is set in the broad policy context of the emerging importance of school-to-industry programs in governments' vocational education and training (VET) strategies. The findings of the report provide strong evidence that MOSEDG School-to-Industry Program is making a significant contribution to strengthening the links between schools and workplaces, and as a consequence improving teachers' and students' knowledge of the nature and requirements of modern workplaces. One major concern was identified by stakeholders: the sustainability of the program. This issue is taken up in the report. The report concludes that the MOSEDG School-to-Industry Program is a very significant wide area program, it is one of the longest running programs, and that it has the particular advantage of being industry led. The report also points out that since the program is about to move into the next stage of implementation, a follow-up evaluation is recommended.

Keywords: School; Transition from school to work; Industry; Student; Work experience; Secondary education; Youth; Employer; Workplace; Training programme; Evaluation

ISSN: 1329-5837

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

155

TD/TNC 55.65

Whatley, Lisa.

Life-long learning through vocational education: the path of the snake.

Denver, Colo: Melvett Chambers, c1997. 208 p.

Through anecdotes and examples the author recounts her experiences in vocational education from childhood to adulthood, and offers prescriptions not only for revitalising vocational education institutions, but also for creating partnerships among educational institutions, businesses, families and government.

Keywords: Lifelong learning; Vocational education; Technical education; Mentor; Student; Brazil; Case study

ISBN: 1890994227

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

156

TD/TNC 55.66

Werner, Mark C.

Destination and career pathways of enrollees from selected South Australian TAFE programmes 1990-1994.

Adelaide: NCVER, 1998. [146] p.

The purpose of this report is to present the findings of a survey of enrollees who participated in selected South Australian TAFE vocational programmes in the period 1990 to 1994. Three vocational programme areas were targeted for investigation: pre-vocational courses, traineeships and labour market programmes. The survey aimed to collect data on the destinations and career pathways of these past enrollees which could then be used to examine whether or not the training invested in the students in each of the investigated programmes was relevant to or required by the student's destinations. Data from the pilot '1993 National client follow-up survey of vocational education graduates' on South Australian pre-vocational course graduates and graduate apprentices is isolated and analysed, and the three programme areas are reported separately. General findings and suggested future research are offered, and data accessibility and survey instruments are presented in appendices.

Keywords: South Australia; TAFE; Student; Participation; Vocational education; Vocational training; Programme; Traineeship; Labour market; Outcome of education; Survey; Questionnaire

ISBN: 0873975081

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au

157

TD/TNC 55.67

Hunter, B.

Determinants of indigenous employment outcomes: the importance of education and training.

Canberra: Centre for Aboriginal Economic Policy Research, 1996. 19 p. *(Discussion paper, no. 115/1996)*

The National Aboriginal and Torres Strait Islander Survey provided a unique opportunity to re-examine the underlying determinants of indigenous employment. The recent publication from the Centre for Aboriginal Economic Policy Research (CAEPR) and the Australian Bureau of Statistics (ABS) publication entitled 'Employment outcomes for indigenous people' emphasises the importance of education and training in securing better employment outcomes for indigenous Australians. Regression analysis is used to highlight the large potential gains to indigenous employment that can accrue through improved access to education. This paper argues that labour force statistics which compare indigenous and non-indigenous outcomes should be adjusted, using a simple technique, to account for the large differences in educational attainment in the respective population.

Keywords: Aboriginal education; Aboriginal employment; Outcome of education; Access to education; Equal opportunity; Equal treatment; Training
ISBN: 073152789X
ISSN: 1036-1774

AVAILABLE FROM: Centre for Aboriginal Economic Policy Research, Faculty of Arts, Australian National University, Canberra ACT 0200. Ph: +61 6 279 8211; Fax: +61 6 249 2789. Cost $6. Abstracts of all CAEPR discussion papers can be found at the following World Wide Web address: http://online.anu.edu.au/caepr/ (current at 12 October 1998).
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

158

TD/TNC 55.68
Schwab, R. G.
Indigenous participation in higher education: culture, choice and human capital theory.
Canberra: Centre for Aboriginal Economic Policy Research, 1996. 22 p.
(Discussion paper, no. 122/1996)

Indigenous enrolments in higher education have risen constantly in recent years, though indigenous students are still proportionally under-represented in Australian institutions of higher education. A close examination of recent enrolment and completion data reveals that indigenous students are far more likely to enrol in the post-Dawkins 'new universities' and are less likely to be found at the pre-Dawkins 'research universities' than are non-Australian students. Indigenous students are also over-represented in enabling and non-award course and under-represented in higher degree courses. Most indigenous higher education completions are in the fields of arts and education, while indigenous completions in business, engineering and science are low in comparison to non-indigenous completions. It is suggested that these patterns arise not only from a history of educational disadvantage and a variety of structural obstacles, but they are also shaped by a range of culturally-based evaluations and individual choices regarding appropriate and valuable courses of study.

Keywords: Aboriginal education; Enrolment; Higher education; Outcome of education; Participation; Disadvantaged; Access to education; Equal opportunity
ISBN: 0731517962
ISSN: 1036-1774

AVAILABLE FROM: Centre for Aboriginal Economic Policy Research, Faculty of Arts, Australian National University, Canberra ACT 0200. Ph: +61 6 279 8211; Fax: +61 6 249 2789. Cost $6. Abstracts of all CAEPR discussion papers can be found at the following World Wide Web address: http://online.anu.edu.au/caepr (current at 12 October 1998).
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

159

TD/TNC 55.69
Schwab, R. G.
Post-compulsory education and training for indigenous Australians.
Canberra: Centre for Aboriginal Economic Policy Research, 1996. 15 p.
(Discussion paper, no. 131/1997)

There exists in Australia a significant tension between the nature and definition of government goals of education, which are substantially economic, and the essentially social educational goals of indigenous people. This paper addresses those tensions as they relate to post-compulsory education. It begins with a depiction of findings from the first national survey of indigenous people pertaining to levels of qualification, desires for further education, and preferred institutions for education and training. The paper then turns to an analysis of the economic and social tensions that have resulted from increasing economic rationalism in education, and explores three prominent economically-based education goals: the development of human capital, increased educational efficiencies and 'enhanced' outcomes. The conflict between these and a range of indigenous cultural assumptions and practices are then examined. The paper closes with a discussion of the policy challenges inherent in attempting to find a balance between the economic imperatives of government and culturally-based Indigenous educational goals.

Keywords: Aboriginal education; Outcome of education; Postcompulsory education; Further education; Level of qualification; Training; Cultural factor
ISBN: 0731525663
ISSN: 1036-1774

AVAILABLE FROM: Centre for Aboriginal Economic Policy Research, Faculty of Arts, Australian National University, Canberra ACT 0200. Ph: +61 6 279 8211; Fax: +61 6 249 2789. Cost $6. Abstracts of all CAEPR discussion papers can be found at the following World Wide Web address: http://coombs.anu.edu.au/WWWVLPages/AborigPages/CAEPR/caepr-home.html (current at 12 October 1998).
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

160

TD/TNC 55.70
National Electrical Contractors Association. (NECA)
Barriers to the employment of apprentices in the electrical, electronic and communications industry: a study of training needs and reform.
South Melbourne: NECA, 1997. 36 p.

In 1997 the National Electrical Contractors Association (NECA) was commissioned by the Victorian State Training Board, acting on behalf of the Australian National Training Authority (ANTA), to conduct a project which would examine the barriers to the employment of apprentices in the Electrical, Electronic and Communications (EEC) industry in Australia. It was intended that the project should consider reform options for industry training and formulate strategies and processes to overcome these barriers. This publications contains a report of the project, findings and recommendations, and a training model for the future. An appendix contains statistical tables.

On title page: An Austech Forum report.

Keywords: Electrical industry; Electronics industry; Communications industry; Apprenticeship; Apprentice; Employment; Training needs

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

161

TD/TNC 55.71

National Centre for Vocational Education Research. (NCVER)

Australian vocational education and training statistics 1997: young people: an overview.

Adelaide: NCVER, 1998. 18 p.

This publication presents summary information about young people (15 to 24-year-olds) who undertook publicly-funded vocational education and training (VET) in Australia in 1997. The information is based on data collected under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS), and sets young people and their VET activities in the context of the wider Australian community.

Related publications are: Australian vocational education and training: young people 1997: at a glance (TD/TNC 55.72); Australian vocational education and training: school students undertaking VET 1997: at a glance (TD/TNC 55.83).

Keywords: Youth; Statistics; Statistical data; Data analysis; Participation; Vocational education; Training; Training participation rate; Summary; Australian Vocational Education and Training Management Information Statistical Standard; AVETMISS; National project; ANTA funded project

ISBN: 0873975057

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au

162

TD/TNC 55.72

National Centre for Vocational Education Research. (NCVER)

Australian vocational education and training: young people 1997: at a glance.

Adelaide: NCVER, 1998. 4 p.

This publication presents a brief snapshot of the available information about young people (15 to 24-year-olds) who undertook publicly-funded vocational education and training (VET) in Australia in 1997. The information is based on data collected under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS), and sets young people and their VET activities in the context of the wider Australian community.

Related publications are: Australian vocational education and training 1997: young people: an overview (TD/TNC 55.71); Australian vocational education and training: school students undertaking VET 1997: at a glance (TD/TNC 55.83).

Keywords: Statistics; Statistical data; Data analysis; Youth; Participation; Training; Training participation rate; Australian Vocational Education and Training Management Information Statistical Standard; AVETMISS; National project; ANTA funded project

ISBN: 0873975065

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au FREE of charge.

163

TD/TNC 55.73

National Centre for Vocational Education Research. (NCVER)

TAFE graduate destination survey 1997: New South Wales: at a glance.

Canberra: NCVER, 1998. [2] p.

This leaflet offers a brief summary of information relevant to New South Wales gained from the national survey of TAFE students who completed their courses and graduated with a qualification from a course of at least 200 hours or one semester in duration. The survey gathered information on the employment situation of TAFE graduates, reasons for undertaking the course, relevance of the training to their employment, satisfaction, and further study intentions.

Related publications are: TAFE graduate destination survey 1998: at a glance (TD/TNC 55.53); TAFE graduate destination survey 1998: state and territory reports (TD/TNC 55.54 to 55.61); and other state and territories 1998: at a glance (TD/TNC 55.74 to TD/TNC 55.80).

Keywords: Summary; TAFE; Graduate; Survey; Statistics; New South Wales; ANTA funded project

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au FREE of charge.

164

TD/TNC 55.74

National Centre for Vocational Education Research. (NCVER)

TAFE graduate destination survey: Victoria: at a glance.

Canberra: NCVER, 1998. 2 p.

This leaflet offers a brief summary of information relevant to Victoria gained from the national survey of TAFE students who completed their courses and graduated with a qualification from a course of at least 200 hours or one semester in duration. The survey gathered information on the employment situation of TAFE graduates, reasons for undertaking the course, relevance of the training to their employment, satisfaction, and further study intentions.

Related publications are: TAFE graduate destination survey 1998: at a glance (TD/TNC 55.53); TAFE graduate destination survey 1998: state and territory reports (TD/TNC

55.54 to 55.61); and other state and territories 1998: at a glance (TD/TNC 55.73 to TD/TNC 55.80).

Keywords: Summary; TAFE; Graduate; Survey; Statistics; Victoria; ANTA funded project

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au FREE of charge.

165

TD/TNC 55.75

National Centre for Vocational Education Research. (NCVER)

TAFE graduate destination survey: Queensland: at a glance.

Canberra: NCVER, 1998. [2] p.

This leaflet offers a brief summary of information relevant to Queensland gained from the national survey of TAFE students who completed their courses and graduated with a qualification from a course of at least 200 hours or one semester in duration. The survey gathered information on the employment situation of TAFE graduates, reasons for undertaking the course, relevance of the training to their employment, satisfaction, and further study intentions.

Related publications are: TAFE graduate destination survey 1998: at a glance (TD/TNC 55.53); TAFE graduate destination survey 1998: state and territory reports (TD/TNC 55.54 to 55.61); and other state and territories 1998: at a glance (TD/TNC 55.73 to TD/TNC 55.80).

Keywords: Summary; TAFE; Graduate; Survey; Statistics; Queensland; ANTA funded project

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au FREE of charge.

166

TD/TNC 55.76

National Centre for Vocational Education Research. (NCVER)

TAFE graduate destination survey: South Australia: at a glance.

Canberra: NCVER, 1998. [2] p.

This leaflet offers a brief summary of information relevant to South Australia gained from the national survey of TAFE students who completed their courses and graduated with a qualification from a course of at least 200 hours or one semester in duration. The survey gathered information on the employment situation of TAFE graduates, reasons for undertaking the course, relevance of the training to their employment, satisfaction, and further study intentions.

Related publications are: TAFE graduate destination survey 1998: at a glance (TD/TNC 55.53); TAFE graduate destination survey 1998: state and territory reports (TD/TNC 55.54 to 55.61); and other state and territories 1998: at a glance (TD/TNC 55.73 to TD/TNC 55.80).

Keywords: Summary; TAFE; Graduate; Survey; Statistics; South Australia; ANTA funded project

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au FREE of charge.

167

TD/TNC 55.77

National Centre for Vocational Education Research. (NCVER)

TAFE graduate destination survey: Western Australia: at a glance.

Canberra: NCVER, 1998. [2] p.

This leaflet offers a brief summary of information relevant to Western Australia gained from the national survey of TAFE students who completed their courses and graduated with a qualification from a course of at least 200 hours or one semester in duration. The survey gathered information on the employment situation of TAFE graduates, reasons for undertaking the course, relevance of the training to their employment, satisfaction, and further study intentions.

Related publications are: TAFE graduate destination survey 1998: at a glance (TD/TNC 55.53); TAFE graduate destination survey 1998: state and territory reports (TD/TNC 55.54 to 55.61); and other state and territories 1998: at a glance (TD/TNC 55.73 to TD/TNC 55.80).

Keywords: Summary; TAFE; Graduate; Survey; Statistics; Western Australia; ANTA funded project

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au FREE of charge.

168

TD/TNC 55.78

National Centre for Vocational Education Research. (NCVER)

TAFE graduate destination survey: Tasmania: at a glance.

Canberra: NCVER, 1998. [2] p.

This leaflet offers a brief summary of information relevant to Tasmania gained from the national survey of TAFE students who completed their courses and graduated with a qualification from a course of at least 200 hours or one semester in duration. The survey gathered information on the employment situation of TAFE graduates, reasons for undertaking the course, relevance of the training to their employment, satisfaction, and further study intentions.

Related publications are: TAFE graduate destination survey 1998: at a glance (TD/TNC 55.53); TAFE graduate destination survey 1998: state and territory reports (TD/TNC 55.54 to 55.61); and other state and territories 1998: at a glance (TD/TNC 55.73 to TD/TNC 55.80).

Keywords: Summary; TAFE; Graduate; Survey; Statistics; Tasmania; ANTA funded project

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au FREE of charge.

169

TD/TNC 55.79

National Centre for Vocational Education Research. (NCVER)

TAFE graduate destination survey: Northern Territory: at a glance.

Canberra: NCVER, 1998. [2] p.

This leaflet offers a brief summary of information relevant to the Northern Territory gained from the national survey of TAFE students who completed their courses and graduated with a qualification from a course of at least 200 hours or one semester in duration. The survey gathered information on the employment situation of TAFE graduates, reasons for undertaking the course, relevance of the training to their employment, satisfaction, and further study intentions.

Related publications are: TAFE graduate destination survey 1998: at a glance (TD/TNC 55.53); TAFE graduate destination survey 1998: state and territory reports (TD/TNC 55.54 to 55.61); and other state and territories 1998: at a glance (TD/TNC 55.73 to TD/TNC 55.80).

Keywords: Summary; TAFE; Graduate; Survey; Statistics; Northern Territory; ANTA funded project

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au FREE of charge.

170

TD/TNC 55.80

National Centre for Vocational Education Research. (NCVER)

TAFE graduate destination survey: Australian Capital Territory: at a glance.

Canberra: NCVER, 1998. [2] p.

This leaflet offers a brief summary of information relevant to the Australian Capital Territory gained from the national survey of TAFE students who completed their courses and graduated with a qualification from a course of at least 200 hours or one semester in duration. The survey gathered information on the employment situation of TAFE graduates, reasons for undertaking the course, relevance of the training to their employment, satisfaction, and further study intentions.

Related publications are: TAFE graduate destination survey 1998: at a glance (TD/TNC 55.53); TAFE graduate destination survey 1998: state and territory reports (TD/TNC 55.54 to 55.61); and other state and territories 1998: at a glance (TD/TNC 55.73 to TD/TNC 55.80).

Keywords: Summary; TAFE; Graduate; Survey; Statistics; Australian Capital Territory; ANTA funded project

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au FREE of charge.

171

TD/TNC 55.81

Anderson, Damon.

Reading the market: a review of literature on the vocational education and training market in Australia.

Clayton, Vic: Monash University, ACER Centre for the Economics of Education and Training, 1996. iv, 145p.

This report reviews the now considerable body of policy and research literature dealing with the training market and associated reforms in Australia, finding that the literature provides a partial and incomplete basis for describing and explaining the nature and development of the training market. It argues that most mainstream research and analysis of the training market has two essential flaws: a narrow economic perspective; and an approach to the training market as a technical and value free exercise in systems engineering. The report further argues that future research on the training market needs to recognise the limitations of the dominant economic paradigm within which has been produced most of the mainstream policy and research literature. The assumptions upon which the training market model is based need to be questioned, and the effects, both intended and unintended, need to be analysed critically. The report suggests that future research should draw on a variety of conceptual and methodological approaches from economics, politics, history and sociology from a range of critical perspectives, generating insights into alternative policy frames and directions.

Keywords: Vocational education; Training; Training market; Literature survey; Government policy; Training policy; Research; Evaluation

ISBN: 0909931305

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

172

TD/TNC 55.82

Kinnaird, Bob; Davis, Paul.

ACE and small business in New South Wales.

Adelaide: NCVER, 1998. xiv, 93 p.

The overall aim of the project reported in this document was to identify the types of adult and community education (ACE) programs and approaches that are most effective in meeting small business training needs in New South Wales (NSW), including planning, marketing and other ACE provider activity. The project was a collaboration between the National Centre for Vocational Education Research (NCVER) and the NSW Board of Adult and Community Education (BACE). The methodology involved collection and analysis of both primary and secondary data, comprising a stocktake of previous key research in the area, and analysis of unpublished data on small business employer training spending; an analysis of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) statistics on 'small business' clients in ACE in 1996; a survey of small business client satisfaction in NSW ACE; focus groups of small business users of ACE, and ACE providers; and four case studies of 'good practice' ACE providers to small business. Key findings are given, and policy issues are discussed.

Keywords: Adult education; Community education; Small business; Training needs; Client satisfaction; Government policy; Training policy; Case study; Statistical analysis
ISBN: 087397509X

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au

173

TD/TNC 55.83
National Centre for Vocational Education Research. (NCVER)

Australian vocational education and training: school students undertaking VET 1997: at a glance.

Adelaide: NCVER, 1998. 4 p.

Students undertaking vocational education and training (VET) while still at school is a rapidly growing component of the VET sector. The school link with employers will be an important aspect of the development of this component of the VET industry. This document offers a snapshot: client profile, average annual hours, highest school level completed, stream of study, field of study, modules undertaken, and participation in VET. This work has been produced with the assistance of funding provided by the Australian National Training Authority (ANTA).

Related publications are: Australian vocational education and training: young people 1997: an overview (TD/TNC 55.71); Australian vocational education and training: young people 1997:at a glance (TD/TNC 55.72).

Keywords: Statistics; Statistical data; Vocational education; Training; Secondary school; Student; TAFE; Private training provider
ISBN: 0873975111

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au

174

TD/TNC 55.84
Lenahan, Bob; Burke, Gerald; Hing, Tong Ma.

Selected Asian economies and Australia: an overview of educational expenditure and participation.

Canberra: DEETYA, 1998. vii, 75 p.

This report is the result of a study of educational expenditure and participation in 11 Asian economies funded under the Evaluation and Investigations Programme (EIP) of the Dept of Employment, Education, Training and Youth Affairs and undertaken by the Monash University-Australian Council for Educational Research (ACER) Centre for the Economics of Education and Training (CEET). The economies selected for study were China, Hong Kong, Indonesia, Japan, Malaysia, Philippines, Singapore, South Korea, Taiwan, Thailand and Vietnam. One of the main issues identified for educational strategies was vocational education at secondary school level and on fields of study at tertiary level.

Keywords: Asia; Australia; Economics; Educational expenditure; Participation; Comparative analysis; Population; Income; Educational needs; Educational system; Finance, Educational resources
ISBN: 0642237794

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

175

TD/TNC 55.85
Ferrier, Fran; Anderson, Damon. (Eds.)

Different drums, one beat?: economic and social goals in education and training.

Different drums, one beat? Economic and social goals in education and training: "Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference", Mt Evelyn, Victoria, 20-21 March 1997

Adelaide: NCVER, 1998. 246 p.

Individual papers contained in these proceedings are: 'The growing imbalance between the economic and social goals of education in the United States.' - Russel Rumberger; 'Education and training in Australia: reforms and results.' - Gerald Burke; 'Research on higher and vocational education: different drums, different beats, not within earshot of each other.' - Simon Marginson; 'The impact of VET research on policy, practice and performance.' - C. Selby Smith; 'Successful reform: reframing the national VET policy agenda.' -Damon Anderson; 'Beyond the linear models: pathways and outcomes of 1991 Victorian exit students.' - Peter J. Dwyer and Johanna Wyn; 'Dollars and sense: economic and social tensions in indigenous education.' - R.G. Schwab; 'Participating in VET in Australia: different drives; same needs?' - Barry Golding and Veronica Volkoff; 'TAFE: a practical necessity for university graduates.' - Mark C. Werner; 'Users, goals and user choice in vocational education and training.' - Martha Kinsman; 'The potential destruction of the vocational education and training system.' - Andrew Gonczi; 'You can take the $ out of the $ocial, but it doesn't make much 'cents': the learning 'community' as the means of reconciliation.' - Ian H. Falk; 'Technocrat or visionary? Reflections on the Kangan legacy.' - Peter Rushbrook and Ross Mackinnon; 'VET and higher education relations: a response to Marginson.' - Dianne Holdforth; 'Policy symbolism and economic realities: ACE, equity and the market.' - John McIntyre; 'The Frontline Management Initiative.' - Kerry Ellerington; 'The good, the bad and the unknown: equity and user choice in VET.' - Fran Ferrier; 'The Australian Vocational

Training System pilots: implications for demand-driven approaches to skill formation.' - Julian Teicher; 'Employer perceptions of Industry Training Advisory Boards: survey evidence.' - Mark Wooden; 'Training: who pays, who benefits?: the case of small retail firms.' - Ralph Catts; 'Entry level training and New Apprenticeships: delivery and funding options.' - Jeff Malley; 'Different drums, different drummers: but whose beat is authorised?' - Terri Seddon; 'Economic and social goals in education and training: is reconciliation possible? Necessary?' -Russell Rumberger.

Keywords: Education; Vocational education; Training; Economics; Economics of education; Society; Social policy; Access to education; Equal opportunity
ISBN: 0873975103

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au

176

TD/TNC 55.86
Rumberger, Russell.

Growing imbalance between the economic and social goals of education in the United States.

IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.
Adelaide : NCVER, 1998. p. 7-19

Education and training have always served a variety of economic and social goals in the United States (US), and in recent times economic goals have dominated discussion and policy initiatives. Although the economic goals of education are important, in this paper it is argued that: economic goals of education have been translated into a narrow range of academic subjects in schools, ignoring other outcomes of education; the economic goals of education have displaced other important goals of education relating to areas of social justice and welfare; and most education and training goals have focused on overall levels of achievement and ignored important equity goals. The author analyses the economic goals and the realities of education in the US and concludes that demographic trends in the current political climate pose a particular educational challenge if disparities in educational achievement are not to increase in the future.

Keywords: USA; Education; Access to education; Equal opportunity; Outcome of education; Economics of education; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy

177

TD/TNC 55.87
Burke, Gerald.

Education and training in Australia: reforms and results.

IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.
Adelaide : NCVER, 1998. p. 20-40

In this paper, reforms in the funding and organisation of education and training over the last decade are documented, and an overview of the outcomes is provided. The paper examines the background to the reforms, the social and economic pressures involved, and assesses the extent to which the objectives of the reforms have been achieved.

Keywords: Education; Vocational education; Training; Economics of education; Outcome of education; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy

178

TD/TNC 55.88
Marginson, Simon.

Research on higher and vocational education: different drums, different beats, not within earshot of each other.

IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.
Adelaide : NCVER, 1998. p. 41-45

This paper looks at the inter-sectoral relationships between vocational education and training (VET), especially TAFE, and higher education in Australia. It focuses mostly on research in the two fields, research which in the right settings might be able to bring the sectors closer together.

Keywords: Vocational education; Training; TAFE; Higher education; Research; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy

179

TD/TNC 55.89
Selby Smith, Chris.

Impact of VET research on policy, practice and performance.

IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.
Adelaide : NCVER, 1998. p. 46-59

This paper reports on a project commissioned by the Australian National Training Authority Research Advisory Council (ANTARAC) on the impact of vocational education and training (VET) research on policy, practice and performance. Section one outlines the five main components of the project, the second part is concerned with the scope of the project and some relevant definitions, the third section outlines the broad approach and section four considers the symposium which was held in February 1998. The final section presents the concluding comments.

Keywords: Vocational education; Training; Research; Educational policy; Training policy; Performance; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

180

TD/TNC 55.90

Anderson, Damon.

Successful reform: reframing the national VET policy agenda.

IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.

Adelaide : NCVER, 1998. p. 60-75

The current reform agenda for vocational education and training (VET) can be seen as a settlement between the competing interests of capital and labour, but prior research suggests that this has resulted in a significant imbalance between social and economic goals, the scales tipped towards economic goals. A central contention of this paper is that the current imbalance in the VET reform agenda results from a policy process which has privileged certain voices over others, with the dominant voices belonging to groups who have a vested interest in ensuring that VET policy serves primarily economic ends. The aim of the paper is to examine the findings of a research project on the policy perceptions and preferences of students, a significant group of stakeholders whose interests are perceived to have been overlooked.

Keywords: Vocational education; Training; Educational policy; Training policy; Economics; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

181

TD/TNC 55.91

Dwyer, Peter J.; Wyn, Johanna.

Beyond the linear models: pathways and outcomes of 1991 Victorian exit students.

IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.

Adelaide : NCVER, 1998. p. 76-87

This paper builds on the research reported in 'Participant pathways and outcomes in vocational education and training: 1992-1995: report of findings of an ANTA-funded project' (TD/TNC 50.35). It re-examines some of the evidence in that report. First, the paper articulates a theoretical concern about the need for new typologies of youth transitions, and secondly the findings are used to propose a typology of 'life-patterns' more compatible with the experience of the post-1970 generation than the conventional linear models.

Keywords: Vocational education; Training; Youth; Outcome of education; Transition from school to work; Postcompulsory education; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

182

TD/TNC 55.92

Schwab, R. G.

Dollars and sense: economic and social tensions in indigenous education.

IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.

Adelaide : NCVER, 1998. p. 88-99

This paper is intended as an exploration of some significant issues relating to indigenous access, participation and equity in education, in particular postcompulsory education. The findings of the National Aboriginal and Torres Strait islander Survey (NATSIS) of 1994 pertaining to levels of qualification, desires for further education, and preferred institutions for education and training are described. Then follows an analysis of the economic and social tensions in education that have resulted from increasing economic rationalism in education, and explores three prominent economically-based education goals: the development of human capital, increased educational efficiencies and better outcomes. The conflict between these goals and a range of indigenous cultural assumptions and practices are then examined and the paper closes with a discussion of the policy challenges inherent in attempting to find a balance between government economic imperatives and culturally-based indigenous educational goals.

Keywords: Education; Aboriginal education; Access to education; Equal opportunity; Participation; Postcompulsory education; Outcome of education; Government policy

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

183

TD/TNC 55.93

Golding, Barry; Volkoff, Veronica.

Participation in VET in Australia: different drives, same needs?

IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.

Adelaide : NCVER, 1998. p. 100-113

This paper reports on current research that is part of a strategy by the Australian National Training Authority (ANTA) to develop access and equity strategies which address uneven patterns of access, participation and outcomes from vocational education and training (VET) for some client groups.

Keywords: Vocational education; Training; Participation; Access to education; Equal opportunity; Outcome of education; Research project; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

184

TD/TNC 55.94

Werner, Mark C.

TAFE: a practical necessity for university graduates.

IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.

Adelaide : NCVER, 1998. p. 114-127

This paper looks at research on articulation between the higher education sector and the vocational education and training (VET) sector which examines issues including: the extent to which higher education graduates participate in South Australian TAFE courses; their reasons for doing so; the appropriateness of teaching styles and curriculum design to the needs of higher education graduates' needs; and how appropriate they found their courses to be.

Keywords: Vocational education; Training; TAFE; University; Articulation; Research; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

185

TD/TNC 55.95

Kinsman, Martha.

Users, goals and user choice in vocational education and training.

IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.

Adelaide : NCVER, 1998. p. 128-136

In this paper the author contends that a re-examination of the relationship between the social and economic goals of education is very important for the vocational education and training (VET) sector because official discourse is perceived to have taken an almost purely rationalist view of education where scant attention is paid to inherently social and cultural purposes of learning. Therefore, a different set of guiding questions is addressed: whose goals are they - are they representative of all or only some of the interests/stakeholders in the sector; are they coherent - this applies not only to stated goals but to the structures and arrangements put in place to implement the goals and which, in this process, often re-interpret the original intent and/or bring about unintended consequences; and are current administrative arrangements the most efficacious for achieving sectoral goals?

Keywords: Vocational education; Training; User choice; Economics of education; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

186

TD/TNC 55.96

Gonczi, Andrew.

Potential destruction of the vocational education and training system.

IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.

Adelaide : NCVER, 1998. p. 137-145

In this paper the author, reviewing changes to education, and in particular vocational education and training (VET), which have been largely economically driven, takes the view that there is real danger that the current reforms could destroy the VET system.

Keywords: Vocational education; Training; Educational policy; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

187

TD/TNC 55.97

Falk, Ian.

You can take the $ out of the $ocial but it doesn't make much 'cents': the learning 'community' as the means of reconciliation.

IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.

Adelaide : NCVER, 1998. p. 146-158

In this paper, the attempt is made to identify the key issues that separate the social from the economic, and the idea of a learning society brought about by a community of learners, which may be a means of reconciliation between the social and the economic, is described. In reflecting on the learning community as a means of reconciliation, the problems of regional and rural communities are a particular focus.

Keywords: Vocational education; Training; Learning; Rural area; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252

Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.

188

TD/TNC 55.98
Rushbrook, Peter; Mackinnon, Ross.
Technocrat or visionary?: reflections on the Kangan legacy.
IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.
Adelaide : NCVER, 1998. p.159-164

This paper looks at the 1994 Australian Committee on Technical and Further Education (ACOTAFE) report 'TAFE in Australia: report on needs in technical and further education' otherwise known as the Kangan report. It is generally acknowledged that the Kangan report gave the TAFE sector an identity, a philosophy, increased status and much-needed funding. In this paper some key questions into the construction of the report itself are suggested: an examination of the circumstances which led to the request for a report on technical and further education; the reasons for the appointment of Myer Kangan to chair this committee; and how the report was shaped and by whom. It is the authors' contention that attempts to answer these questions add to the understanding of one of the nation's most significant educational interventions.

Keywords: TAFE; Technical education; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.

189

TD/TNC 55.99
Holdforth, Dianne.
VET and higher education relations: a response to Marginson.
IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.
Adelaide : NCVER, 1998. p.165-168

In this paper, the author responds to, and offers some reflections on, the paper presented by Marginson at the conference 'Research on higher and vocational education: different drums, different beats, not within earshot of each other' (TD/TNC 55.88), commenting that the themes emanating from the Marginson paper emphasise the dilemmas faced by all educational sectors in their quest for some sensible and coherent framework for integration, articulation and co-operation.

Keywords: Vocational education; Training; Higher education; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.

190

TD/TNC 55.100
McIntyre, John.
Policy symbolism and economic realities: ACE, equity and the market.
IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.
Adelaide : NCVER, 1998. p. 169-176

In this paper the author contends that the Adult and Community Education (ACE) sector is marginal in various ways: marginal to policy, marginal in resources allocated, and marginal in being run by a largely volunteer and female workforce. The divergence between policy rhetoric and the economic realities of community adult education agencies are highlighted, and it is argued that this divergence needs to be closed by greater recognition of community providers within a more open and competitive system of vocational education and training (VET). It is further argued that ACE can play a larger part in achieving equity in a market-driven VET system, but better understandings of equity in the context of competition policy, and of the economic realities of ACE as a largely 'user pays' system need to be explored.

Keywords: Adult education; Community education; Adult and Community Education; ACE; Lifelong learning; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.

191

TD/TNC 55.101
Ellerington, Kerry.
Frontline management initiative.
IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.
Adelaide : NCVER, 1998. p. 177-181

This paper briefly describes the implementation of the Frontline Management Initiative (FMI) through the development of the Frontline Management Development Kit, which puts the task of upskilling Australia's managers in the hands of the individual enterprise, and taking it out of the control of educational institutions. There is also an attempt to look at some of the ramifications of the introduction of this and similar training packages, considering especially the Karpin report's recommendation that the Frontline Management Development Strategy be driven by industry and enterprises.

Keywords: Management development; Leadership; Skill; Enterprise; Industry; Technological change; Competency; Assessment; Workplace; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

192

TD/TNC 55.102

Ferrier, Fran.

Good, the bad and the unknown: equity and user choice in VET.

IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.

Adelaide : NCVER, 1998. p. 182-196

During 1996, the Australian state, territory and federal government ministers responsible for vocational education and training (VET) adopted a policy initiative referred to as user choice. This paper outlines the context in which this initiative arose, its meaning and aims, and draws on the findings of an evaluation of the projects that piloted the user choice concept to examine its implications for the achievement of equity in VET. Three questions are addressed. Within the context of user choice did students get something different? Did they get something better? What are the likely implications for equity if user choice is implemented more widely throughout the VET system?

Keywords: Equal opportunity; Access to education; User choice; Vocational education; Training; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

193

TD/TNC 55.103

Teicher, Julian.

Australian Vocational Training System pilots: implications for demand-driven approaches to skill formation.

IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.

Adelaide : NCVER, 1998. p.197-207

This paper draws on research carried out in 1996 and 1997 for the Dept of Employment, Education, Training and Youth Affairs (DEETYA) as part of its evaluation of the Australian Vocational Training System (AVTA) Enterprise Stream and Small Business Stream. A series of issues important to the continuing implementation of a demand-driven approach to skill formation through the New Apprenticeships scheme are explored.

Keywords: Vocational education; Training; Vocational training; Training system; Enterprise; Small business; Skill development; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

194

TD/TNC 55.104

Wooden, Mark.

Employer perceptions of Industry Training Advisory Boards: survey evidence.

IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.

Adelaide : NCVER, 1998. p. 208-218

Despite the relatively long history of Industry Training Advisory Boards (ITABs), lack of responsiveness of the vocational education and training (VET) system to industry needs and a lack of industry involvement in training reform is a common complaint among employers and employer groups. The aim of the study reported here is to extend knowledge about the role and functions of ITABs. In particular this paper reports the results from a survey seeking information from employers about their knowledge of the roles and functions of ITABs within their industry sectors, and their perceptions about the performance of those ITABs. Reference will also be made to complementary data collected from the chief executive officers of a matching sample of ITABs.

Keywords: Industry Training Advisory Board; ITAB; Training; Industry; Employer; Employee; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

195

TD/TNC 55.105

Catts, Ralph.

Training: who pays, who benefits?: the case of small retail firms.

IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.

Adelaide : NCVER, 1998. p. 219-226

Who should pay for training? This paper offers a context for this question and a response, seeking to address the question from a perspective of continuing education and training in small business, based on findings from an Australian National Training Authority Research Advisory Council (ANTARAC) project which involved case studies of four small retail firms in provincial cities in South East Queensland.

Keywords: Training; Continuing education; Small business; Case study; Retail trade; Enterprise; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse

Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.

196

TD/TNC 55.106
Malley, Jeff.

Entry level training and New Apprenticeships: delivery and funding options.

IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.
Adelaide : NCVER, 1998. p. 227-239

In the current climate of change towards more market-sensitive training systems there are a number of emerging program delivery options for vocational education and training (VET) courses and packages. This paper has proposed a framework for linking apprenticeships and traineeships that recognises emerging practice and structures and which might be acceptable to industry, students and parents.

Keywords: Entry level training; Apprenticeship; Training system; Vocational education; Training; Delivery system; TAFE; Training package; Job placement; Student placement; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.

197

TD/TNC 55.107
Seddon, Terri.

Different drums, different drummers: but whose beat is authorised?

IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.
Adelaide : NCVER, 1998. p. 240-244

In this paper the author uses the themes of drums and beats to review the papers presented at the conference and to raise further issues about the goals of vocational education and training for future consideration.

Keywords: Education; Vocational education; Training; Economics of education; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.

198

TD/TNC 55.108
Rumberger, Russell.

Economic and social goals in education and training: is reconciliation possible? necessary?

IN:Different drums, one beat?: economic and social goals in education and training: Monash University-ACER Centre for the Economics of Education and Training and National Centre for Vocational Education Research Conference, Mt Evelyn, Victoria, 20-21 March 1997.
Adelaide : NCVER, 1998. p.245-246.

Education and training are seen as the key for all nations to compete in the expanding global economy. This paper reviews the conference, which examined the economic and social goals of education and training in Australia with reference also to the situation in other countries. Further issues raised at the conference are also raised and commented on.

Keywords: Education; Training; Vocational education; Economics of education; Conference paper

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.

199

TD/TNC 55.109
National Finance Industry Training Advisory Body Ltd. (NFITAB)

Finance industry training package.

Melbourne: Australian Training Products, 1998. 4 ring binders, various pagings

In 1996 the Ministers responsible for vocational education and training (VET) endorsed the major features of a National Training Framework (NTF), designed to make the regulation of Australia's national training arrangements simpler and more flexible. Training packages, one of the major features of the NTF, integrate nationally recognised and endorsed competency standards, assessment guidelines and qualifications. These endorsed components of training packages are complemented by the development of optional learning strategies, assessment tools and professional development materials which form the non-endorsed components of training packages. This training package, developed by the National Finance Industry Training Advisory Board (NFITAB), consists of four volumes, three covering discrete sectors of the finance industry: retail financial services; credit management and mercantile agents; and personal trustees; and the fourth containing guidelines for use and implementation. It is the intention of the NFITAB to include accounting in the training package in the future.

Keywords: Training package; Qualifications; Competency standard; Certificate; Guidelines; Assessment; Finance

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Interlibrary loan.

TNC

200

TD/TNC 55.110

Australia. Dept of Employment, Education, Training and Youth Affairs. (DEETYA)

Australia and New Zealand mutual recognition of vocational education and training qualifications.

Canberra: [DEETYA], 1998. vi, 44 p.

The Ministerial Declaration of Confidence, in the equivalent standing of Australian and New Zealand vocational education and training (VET) qualifications, is the culmination of an initiative to highlight the similarities of the outcomes of each country's training and to reduce inefficient duplication. The declaration initiative was progressed by the Australia/New Zealand Joint Council for Co-operation in Vocational Education and Training. Once the Joint Council was convinced that mutual recognition was feasible a consultation process was undertaken to gather the views of industry in Australia and New Zealand about mutual recognition of qualifications. This document includes the Ministerial Declaration of Confidence, a description of the consultation process, case studies in mutual recognition, a glossary of terms and an overview of the Trans-Tasman Mutual Recognition Arrangement.

Keywords: Australia; New Zealand; Vocational education; Training; Qualifications; Accreditation

ISBN: 064223832

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

201

TD/TNC 55.111

National Centre for Vocational Education Research. (NCVER)

Annual report 1997-1998.

Adelaide: NCVER, 1998. vi, 66 p.

This annual report reviews the activities of the National Centre for Vocational Education Research (NCVER) over the preceding year, as well as outlining its aims, achievements, organisation and policy.

Keywords: Vocational education; Vocational training; Research; Research and development centre; Educational research; Annual report; national Centre for Vocational Education Research; NCVER

ISSN: 1039-4842

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Free of charge.

202

TD/TNC 55.112

Reeder, Lynne.

Engineering training opportunities into the future: an examination of the recent workplace reforms and their impact on future training opportunities in the water, electricity and road sectors.

Canberra: DEETYA, 1998. xii, 94 p.

This report, funded under the Evaluation and Investigations Programme (EIP) of the Dept of Employment, Education, Training and Youth Affairs (DEETYA), provides a preliminary snapshot of the impact of recent changes in the road, water and electricity sectors on engineering graduate training opportunities. The changes result from a number of factors including public policy reform, competition policy, and privatisation. The report looks at the broad perspective of overall trends and policy implications, and is a contribution to the debate on how to go about forging necessary new alliances between universities, industry, private sector providers, the TAFE sector, the professions, graduates and all levels of government, and redefining the roles and contributions of the various stakeholders in the alliances.

Keywords: Training; Training opportunity; Engineer; Engineering; Electrical engineering; Road; Water; Workplace; Privatisation; Competition

ISBN: 0642238111

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

203

TD/TNC 55.113

Cheshire, Carol. (Ed.)

Australian training review, no 28, Sept/Oct/Nov 1998.

Adelaide: NCVER, 1998. 32 p.

This quarterly journal is produced for industry trainers, business managers, and TAFE personnel. In this issue such topics as jockey and horse skills training, training and small business including as a special feature an 8 page lift-out supplement 'Research at a glance: small business and vocational education and training (TD/TNC 54.02), an information technology update and a special colour poster entitled Who's who in vocational education and training? Individual papers may be found from TD/TNC 55.114 to TD/TNC 55.127.

Keywords: Vocational education; Training; National Centre for Vocational Education Research; NCVER; Periodical

AVAILABLE FROM: Client Services, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Freecall within Australia: 1800 009 966; Ph: +61 8 8333 8416; Fax: +61 8 8331 9211; Email: orderit@ncver.edu.au Subscription: 4 issues for $20.00 ($32.00 overseas). **Other sources:** TAFE and other training institutions may hold this periodical.

204

TD/TNC 55.114

Robinson, Chris.

Is training an effective strategy for small business?

IN: Australian training review. (28), Sept/Oct/Nov 1998, p. 2

Adelaide: NCVER, 1998.

This editorial addresses the poor participation by small business in training, pointing out that new insights into this question are coming from the results of recent research in Australia. Research suggests that there is greater need in the small business sector for skills support services rather than conventional training programs.

Keywords: Training; Small business; Participation; Article

ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for

Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.
Other sources: TAFE and other training institutions may hold this periodical.

205

TD/TNC 55.115
Misson, Edmund.
What's the difference?
IN: Australian training review. (28), Sept/Oct/Nov 1998, p. 3
Adelaide: NCVER, 1998.

This article suggests that while there are a number of factors which should be increasing employers' investment in training, this expenditure in fact fell as a percentage of gross wages and salaries between 1993 and 1996. Recent research into the benefits of training is briefly reviewed and mention is made of some future research to be undertaken.

Keywords: Training; Employer; Expenditure; Article
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.
Other sources: TAFE and other training institutions may hold this periodical.

206

TD/TNC 55.116
Hill, Merv.
Team spirit for racing in NSW.
IN: Australian training review. (28), Sept/Oct/Nov 1998, p. 4
Adelaide: NCVER, 1998.

Universities, TAFE colleges, the horse industry's controlling body, the New South Wales Thoroughbred Racing Board (TRB), and industry participants, especially horse trainers, are all involved in a joint training effort. The TRB is currently reviewing its training arrangements so that the pre-vocational and industry-specific horse skills training may be managed under a revised structure in the future.

Keywords: Training; Racing industry; Article
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.
Other sources: TAFE and other training institutions may hold this periodical.

207

TD/TNC 55.117
O'Brien, Pierce.
Sport of kings in Queensland.
IN: Australian training review. (28), Sept/Oct/Nov 1998, p. 4-5
Adelaide: NCVER, 1998.

This article reviews the apprenticeship and training arrangements at the Queensland Racing Industry Training Centre, which was established in 1996 to cater for the training needs of three codes of racing in Queensland: thoroughbred, harness and greyhound.

Keywords: Training; Racing industry; Queensland; Apprenticeship; Traineeship; Jockey; Article
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.
Other sources: TAFE and other training institutions may hold this periodical.

208

TD/TNC 55.118
Cheshire, Carol.
Courses for horses.
IN: Australian training review. (28), Sept/Oct/Nov 1998, p. 6
Adelaide: NCVER, 1998.

This article discusses the horse skills training offered at the South Australian Horse Skills Centre at Cheltenham in South Australia. The Centre is linked to the Torrens Valley Institute of TAFE and so has access to the latest technology and teaching systems. Support from the racing industry is very important, and the Centre is very responsive to the needs of the industry.

Keywords: Training; Racing industry; Jockey; Apprentice; Trainee; Article
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.
Other sources: TAFE and other training institutions may hold this periodical.

209

TD/TNC 55.119
Watson, Chris.
In training for the cup.
IN: Australian training review. (28), Sept/Oct/Nov 1998, p. 7-9
Adelaide: NCVER, 1998.

A decade ago, training for people employed in the racing industry in Victoria was almost non-existent. After a working party of the Victorian Racing Club (VRC) reviewed training, a partnership was formed between the industry and TAFE and a training needs analysis was completed. This article reviews what is taking place in training for the racing industry in Victoria.

Keywords: Training; Racing industry; Apprentice; Trainee; Jockey; Article
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.
Other sources: TAFE and other training institutions may hold this periodical.

210

TD/TNC 55.120
McGowan, Andrew.
New masters of art.
IN: Australian training review. (28), Sept/Oct/Nov 1998, p. 10-12
Adelaide: NCVER, 1998.

OnFX is an online and CD-ROM delivery system that has been in development for over two years. This article reviews the development of this online learning system, describes its component parts, discusses delivery costs and physical facilities and looks toward the future. For further information or a sample of the OnFX learning system, visit the OnFX web site: **http://onfx.techworks.com.au/enrol.asp (current at 10 November 1998).**

Keywords: Information technology; Online learning; Graphic art; Computer graphics; Training programme; Delivery system; Article
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.
Other sources: TAFE and other training institutions may hold this periodical.

211

TD/TNC 55.121
Versluis, John.
Join the dots.
IN: Australian training review. (28), Sept/Oct/Nov 1998, p. 12-13
Adelaide: NCVER, 1998.

The Australian Vocational Association (AVA), based in Brisbane, and the Australian Vocational College (AVC) have developed, on a very tight budget, the Dynamic Online Training System (DOTS), a flexible package which enables anyone with a computer and Internet access to develop and deliver online learning. The AVC will soon be adding further courses, and has a demonstration course available to guest users on the web site: http://www.ava.edu.au/avc (current at 10 November 1998).

Keywords: Training; World Wide Web; Online learning; Computer assisted instruction; Delivery system; Article
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.
Other sources: TAFE and other training institutions may hold this periodical.

212

TD/TNC 55.122
Casey, Derrick.
Edu-tourism.
IN: Australian training review. (28), Sept/Oct/Nov 1998, p. 14-15
Adelaide: NCVER, 1998.

Regency Hotel School, at Regency Institute of TAFE in South Australia, is a major international provider of hospitality and tourism education and training. This paper looks at possible future world developments and their effects on such an organisation, questioning whether a dependence on traditional markets and methods will maintain its current standing. Recommendations are made and future strategies considered.

Keywords: Hospitality; Tourism; Tourist industry; Education; Training; User choice; Training market; Article
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.
Other sources: TAFE and other training institutions may hold this periodical.

213

TD/TNC 55.123
Smith, Andrew; Smith, Erica.
In defence of training.
IN: Australian training review. (28), Sept/Oct/Nov 1998, p. 18-19
Adelaide: NCVER, 1998.

This article comments that it is currently unfashionable to use the terms 'training' and 'teaching', and that all sectors of education and training have been replacing them with the term 'learning'. It is further contended that these moves indicate a fundamental misunderstanding of the relationship between training and learning and the article intends to show that purposeful learning in the vocational education and training (VET) sector and within organisations can rarely be achieved without training.

Keywords: Vocational education; Training; Learning; Article
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.
Other sources: TAFE and other training institutions may hold this periodical.

214

TD/TNC 55.124
Noonan, Peter.
Creating a vibrant training culture.
IN: Australian training review. (28), Sept/Oct/Nov 1998, p. 20-21
Adelaide: NCVER, 1998.

The August 1998 conference convened by the Australian National Training Authority (ANTA) raised a number of important challenges and issues concerning vocational education and training (VET) which are briefly looked at in this paper.

Keywords: Vocational education; Postcompulsory education; Training; Lifelong learning; Schooling; Article
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.
Other sources: TAFE and other training institutions may hold this periodical.

215

TD/TNC 55.125
Bean, Robert.
Smorgasbord.
IN: Australian training review. (28), Sept/Oct/Nov 1998, p. 22-23
Adelaide: NCVER, 1998.

The recently completed Adelaide Hills Food Processors Training and Employment Project, sponsored by the Adelaide Hills Regional Development Board and the South Australian Food and Beverage Industry Training Council had the aim of fostering a durable training culture focusing on the food processing industry. This article reviews the project and describes four important lessons that emerged. The project exceeded initial expectations and regional development now needs to maintain the momentum.

Keywords: Small business; Training; Management; Training programme; Food processing; Food industry; Article
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.

Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.
Other sources: TAFE and other training institutions may hold this periodical.

216

TD/TNC 55.126
Stokes, Richard.

Small but well-furnished training.

IN: Australian training review. (28), Sept/Oct/Nov 1998, p. 23-25
Adelaide: NCVER, 1998.

Structured, accredited on-the-job training programs are recommended for small business, particularly regional small business, in this article. Training programs for small business need to be affordable and cost effective, suit the real time constraints of the workplace and acknowledge work performance as demonstrated learning. The article describes on-the-job traineeships provided by the Furnishing Industry Association of Australia (FIAA) for specific sectors of the furnishing industry. These traineeships are nationally accredited, articulating with further study and formal trade courses in TAFE. The success of the FIAA traineeships is based on commitment by the three partners in the training process: the FIAA, the enterprises and the trainees, and traineeship employment outcomes have been found to be very positive.

Keywords: Vocational education; Training; Small business; On-the-job training; Regional development; Accreditation; Traineeship; Employment; Article
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.
Other sources: TAFE and other training institutions may hold this periodical.

217

TD/TNC 55.127
Gibb, Jennifer.

As they like it.

IN: Australian training review. (28), Sept/Oct/Nov 1998, p. 26-29
Adelaide: NCVER, 1998.

In this article, the author looks at the concept of a training culture as it applies to small business. The relevance of current formal vocational education and training (VET) systems is examined, the training and learning needs of small business analysed and programs and initiatives directed particularly at small business are described. Finally, future pathways to the development of a training culture in small business are discussed.

This article is based on a paper presented by the author at the Australian National Training Authority 'Creating a future' conference held in Brisbane, Australia, in August 1998.

Keywords: Small business; Vocational education; Training; Learning; Workplace education
ISSN: 1037-3292

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Photocopy.
Other sources: TAFE and other training institutions may hold this periodical.

218

TD/TNC 55.128
Frost, Mike. (Ed.)

Vocal: Australian journal of vocational education and training in schools.

Rosny Park, Tas.: Vocational Education and Training Network, 1998. 64 p.

This new national journal for the vocational education and training (VET) sector came from the perceptions of the Steering Committee of the Vocational Education and Training Network (VETNETwork) that the rapid growth of VET in schools warranted close attention and that there was no periodical available with that particular focus. The journal is intended to be an annual publication, reader-friendly, stimulating, reasonably erudite and challenging, and is dedicated to providing a synthesis of that which is topical, current and relevant to the VET in schools community.

In this inaugural issue, as well as an editorial describing the genesis of the journal, there are four student profiles and a parent profile, as well as the following papers: 'Competency based assessment of structured workplace learning.' - Patrick Griffin and Shelley Gillis; 'The demystification of competence: implications for vocational learning and practice in schools.' - Christine Velde; 'Getting the school-to-work mix right.' - Richard Sweet; 'Vocational education in senior secondary schools: the UK context.' - Frank Stonor; 'Cultural borrowing: what we can learn from vocational education in Wisconsin and Scotland.' - Richard Laidlaw; 'The business view of student work placements.' - Jane Figgis; 'Trying to keep up: the shifting sands of industry needs.' - Peter Sheldrake; 'The role of the Ministerial Task Force on Vocational Education and Training in Schools.' - Geoff Spring; 'Vocational education and training in schools.' - Ken Boston; 'Education and training in schools.' - Jack Keating; 'The way forward: sustainable work and life transitions for young Australians.' - Australian Student Traineeship Foundation; 'Aligning workplace and school-based experiences.' -Stephen Billett; 'General work experience programs also help provide valuable industry experience for students.' - Josie Misko; 'Formal learning versus real-life learning: why VET in schools works.' - Ian Falk; 'Rethinking years 9 and 10: findings from a national research study.' - Jim Cumming; 'Promoting community partnerships: full service schools.' - Carolyn Lloyd and Mike Frost; 'Options for work and education.' - Helen Sykes; 'Programs for lower secondary students supporting their access to vocational education and training in the senior years.' - Chris Barnett (individual papers are indexed from TD/TNC 55.129 to TD/TNC 55.146).

Keywords: Vocational education; Training; School; Vocational Education and Training Network; VETNETwork; Periodical

AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park,

Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more).

219

TD/TNC 55.129

Griffin, Patrick; Gillis, Shelley.

Competency based assessment of structured workplace learning.

IN: Vocal: Australian journal of vocational education and training in schools. Vol. 1,(1), August 1998, p. 5-8

Rosny Park, Tas.: Vocational Education and Training Network, 1998.

Since the introduction of the Australian Recognition Framework (ARF), competency assessments conducted in vocational education and training (VET) and workplace settings have become increasingly important. The different notions of competency that impact on the way an assessor selects assessment methods, designs assessment tasks, and collects evidence of competency to make a judgement are explored. The implications for teachers designing and conducting assessments of students' workplace learning also are explored.

Keywords: Vocational education; Training; School; Article

AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park, Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more).
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

220

TD/TNC 55.130

Velde, Christine.

Demystification of competence: implications for vocational learning and practice in schools.

IN: Vocal: Australian journal of vocational education and training in schools. Vol. 1,(1), August 1998, p. 9-14

Rosny Park, Tas.: Vocational Education and Training Network, 1998.

The implementation of competency-based assessment processes, particularly for emerging vocational education and training (VET) in senior schooling is thought to be generally poorly understood. By examining current international and national understandings of competence, the concept of competence can be further demystified, and its implications for schools further delineated. This paper presents 'competence' as a critical field for research and practice in VET and argues for an interpretive-relational approach to the development of competence. This approach should include all elements of a workplace environment that impact on vocational learning and practice.

Keywords: Vocational education; Training; School; Competency based assessment; Competence; Article

AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park, Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more).
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

221

TD/TNC 55.131

Sweet, Richard.

Getting the school-to-work mix right.

IN: Vocal: Australian journal of vocational education and training in schools. Vol. 1,(1), August 1998, p. 15-18

Rosny Park, Tas.: Vocational Education and Training Network, 1998.

Good pathways, solid learning foundations, safety nets for those who drop out, youth friendly labour markets, and active cooperation between employers, unions and governments, as well as between the different arms and levels of government, appear to be some of the key ingredients for successful transition policies. Recent reforms to upper secondary education in Norway are used as a case study of these policies.

Keywords: Vocational education; Training; School; Article; Labour markets; Employer; Transition from school to work

AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park, Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more).
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

222

TD/TNC 55.132

Stonor, Frank.

Vocational education in senior secondary schools: the UK context.

IN: Vocal: Australian journal of vocational education and training in schools. Vol. 1,(1), August 1998, p. 19-21

Rosny Park, Tas.: Vocational Education and Training Network, 1998.

Vocational education in the secondary school setting in the UK is at a point of considerable and important development. Momentum was already strong prior to the general election of 1997. The philosophy, agenda and emerging policies of the new government seem set to increase that momentum raising the prospect of further considerable change for practitioners in the field. This paper attempts to update Australian colleagues in the broader issues and developments involved and tries to paint the bigger picture rather than sketch the detail of individual projects.

Keywords: Vocational education; Training; Secondary school; Government policy; UK; Article

AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park, Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more). **Other sources:** National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

223

TD/TNC 55.133

Laidlaw, Richard.

Cultural borrowing: what we can learn from vocational education in Wisconsin and Scotland.

IN: Vocal: Australian journal of vocational education and training in schools. Vol. 1,(1), August 1998, p. 22-24

Rosny Park, Tas.: Vocational Education and Training Network, 1998.

In this paper the author reports on programs in Wisconsin and Scotland that were part of an international study tour to investigate the sustainability of vocational education programs. The school-to-work framework developed and implemented in Wisconsin provides clear strategies by which teachers, industry partners, parents and the wider school community collaborate. In Scotland, the Lothian Education Business Partnership (EBP), based in Edinburgh, encourages education and business to work together to create links across the region which are strongly supported by the central education and business agencies. Schools are required to develop formal plans in the area of education-industry links, and to produce a report on the standards and quality of those links. The author contends that these programs suggest that greater cohesion and accountability of effort and activity at the local level would bring rewards for Australian students in their transition from school to work, and that there is much in these programs worth borrowing.

Keywords: Vocational education; Training; Secondary school; North America; UK; Transition from school to work; Workplace education; Article

AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park, Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more). **Other sources:** National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

224

TD/TNC 55.134

Figgis, Jane.

Business view of student work placements.

IN: Vocal: Australian journal of vocational education and training in schools. Vol. 1,(1), August 1998, p. 25-27

Rosny Park, Tas.: Vocational Education and Training Network, 1998.

This paper reports on a national study designed to find out whether businesses benefited from their participation in school vocational programs and, if they did, what those benefits were. Personnel in enterprises of varying size and across a range of industries which provide structured work placements for students were interviewed. While almost every employer was satisfied with the company's involvement, the interviews did suggest that there are some disturbing implications for the long term viability of the programs. A list of web sites relevant to vocational education and training (VET) in schools is given.

Keywords: Vocational education; Training; Secondary school; Study; Industry; Workplace education; Student placement; Business; Participation; Article

AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park, Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more). **Other sources:** National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

225

TD/TNC 55.135

Sheldrake, Peter.

Trying to keep up: the shifting sands of industry needs.

IN: Vocal: Australian journal of vocational education and training in schools. Vol. 1,(1), August 1998, p. 28-29

Rosny Park, Tas.: Vocational Education and Training Network, 1998.

This paper addresses the ongoing challenge of matching training output with industry needs, more recently with the additional problem that the nature of change is itself changing. There is movement towards an environment where there is likely to be a qualitative change in industry expectations, as we see new approaches to work, work organisations and occupations emerging.

Keywords: Vocational education; Training; Secondary school; Training needs; Industry; Article

AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park, Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more). **Other sources:** National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

226

TD/TNC 55.136
Spring, Geoff.
Role of the Ministerial Task Force on Vocational Education and Training in Schools.
IN: Vocal: Australian journal of vocational education and training in schools. Vol. 1,(1), August 1998, p. 30-31
Rosny Park, Tas.: Vocational Education and Training Network, 1998.

This paper gives an overview of the role of the Ministerial Task Force on Vocational Education and Training (VET) in Schools. Established in 1996 by Commonwealth and State Ministers, it consists of representatives from State/Territory governments, the non-government sector, the Australian National Training Authority (ANTA), the Dept of Education, Training and Youth Affairs (DETYA), the Australian Student Traineeship Foundation (ASTF), Curriculum Corporation and a range of industry organisations. In summary, the VET in Schools agenda is focused on increasing the pathways and options for students. A set of revised national goals for schooling have been developed, with the intention of establishing the pathway for lifelong learning, from the foundations established in the early years through to senior secondary education including vocational education and linking to employment and continuing education and training.

Keywords: Vocational education; Training; Secondary school; Article

AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park, Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more).
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

227

TD/TNC 55.137
Boston, Ken.
Vocational education and training in schools.
IN: Vocal: Australian journal of vocational education and training in schools. Vol. 1,(1), August 1998, p. 32-35
Rosny Park, Tas.: Vocational Education and Training Network, 1998.

This paper, an edited version of a speech entitled 'Vocational education and training in schools' delivered at the Education and employment conference, Darling Harbour, Sydney, 13 March 1998, reviews vocational education and training (VET) in schools in NSW, and argues that no educational or social case can be made for separate pathways between education and training. An agenda for change is offered, and future developments in education, training, and employment in the 21st century are discussed.

Keywords: New South Wales; Vocational education; Training; Secondary school; Industry; Technical education; Article

AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park, Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more).
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

228

TD/TNC 55.138
Keating, Jack.
Education and training in Australia.
IN: Vocal: Australian journal of vocational education and training in schools. Vol. 1,(1), August 1998, p. 36-38
Rosny Park, Tas.: Vocational Education and Training Network, 1998.

In this paper it is suggested that education and training in Australia has been separated and largely defined by state boundaries, separate education and training authorities, and separate upper secondary curriculum and assessment authorities. Now vocational education and training (VET) plans developed through one set of institutions in isolation from the school sector are to be introduced into the school sector. The further challenge is for the school sector to now incorporate elements of a national VET system into the very different senior secondary certificate arrangements that currently exist.

Keywords: Vocational education; Training; Secondary school; Curriculum; Assessment; Article

AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park, Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more).
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

229

TD/TNC 55.139
Australian Student Traineeship Foundation. (ASTF)
Way forward: sustainable work and life transitions for young Australians.
IN: Vocal: Australian journal of vocational education and training in schools. Vol. 1,(1), August 1998, p. 39-40
Rosny Park, Tas.: Vocational Education and Training Network, 1998.

The Australian Student Traineeship Foundation was established by the Commonwealth Government in 1994 to support the development of senior school vocational programs incorporating workplace learning. This paper reviews its programs and achievements to date and looks at strategic priorities for 1998 and beyond.

Keywords: Vocational education; Training; Secondary school; Workplace education; Educational programme; Training programme; School; Industry; Best practice; Article

AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park, Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more).
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

230

TD/TNC 55.140
Billett, Stephen.

Aligning workplace and school-based experiences.

IN: Vocal: Australian journal of vocational education and training in schools. Vol. 1,(1), August 1998, p. 41-43
Rosny Park, Tas.: Vocational Education and Training Network, 1998.

The integration of workplace and school-based experiences is necessary for effective vocational education and training (VET) in schools programs. Access to authentic workplace experiences are likely to be important for programs which both aim to develop an awareness of the world of work as well as to develop specific vocational knowledge. The utilisation of students' paid part-time work in conjunction with classroom activities has the potential to enrich learning about the world of work and develop the knowledge required for working life.

Keywords: Vocational education; Training; Secondary school; Classroom; Workplace education; Part time employment; Article

AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park, Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more).
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

231

TD/TNC 55.141
Misko, Josie.

General work experience programs also help provide valuable industry experience for students.

IN: Vocal: Australian journal of vocational education and training in schools. Vol. 1,(1), August 1998, p. 44-47
Rosny Park, Tas.: Vocational Education and Training Network, 1998.

A recently completed comparative study of work experience and vocational placement programs in schools suggests that there is a significant overlap between both types of program in terms of benefits to students, schools, employers and communities. The study was conducted by means of questionnaire surveys of 2285 students (including 234 vocational placement students) from public and private schools in New South Wales, South Australia and Queensland, and from private schools in Victoria and Tasmania, 42 teachers from these schools, 292 workplace supervisors and 170 vocational placement coordinators responsible for programs within the different states. The project investigated the perceived benefits for students of workplace experience compared with vocational placement programs. A secondary aim sought to establish whether work experience programs still had a place in providing work-related experience for students.

Keywords: Vocational education; Training; Secondary school; Student placement; Work experience; Student; Employer; Questionnaire; Article

AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park, Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more).
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

232

TD/TNC 55.142
Falk, Ian.

Formal learning versus real-life learning: why VET in schools.

IN: Vocal: Australian journal of vocational education and training in schools. Vol. 1,(1), August 1998, p. 48-51
Rosny Park, Tas.: Vocational Education and Training Network, 1998.

This paper is concerned with the nature of formal and nonformal learning with a focus on the longer-term consequences for lifelong learning, of the hidden differences between formal school institutional learning, and the broader societal lifelong learning purposes they are assumed to serve. It presents an overview of the importance of learning to the achievement of national goals of socio-economic well-being and a civil society. Serious concerns are raised that there is a mismatch between the learning that occurs in formal school settings, and the lifelong learning skills associated with success in meeting socio-economic goals. The analyses presented in the paper tend to support the view that the power of the different kinds of learning associated with 'formal' and 'informal' learning is counterproductive to a lifelong learning regime.

Keywords: Vocational education; Training; Secondary school; Industry; Skill; Student; Employment; Formal education; Nonformal education; Lifelong learning; Article

AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park, Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more).

Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

233

TD/TNC 55.143

Cumming, Jim.

Rethinking years 9 and 10: findings from a national research study.

IN: Vocal: Australian journal of vocational education and training in schools. Vol. 1,(1), August 1998, p. 52-54

Rosny Park, Tas.: Vocational Education and Training Network, 1998.

A national research project was commissioned by the Australian Student Traineeship Foundation (ASTF) to identify the existing curriculum framework parameters for school reform initiatives in years 9 and 10. One of the key findings of the study was that a degree of ambiguity exists across systems and states/territories with regard to the role, function and status of these years.

Keywords: Vocational education; Training; Secondary school; Student; Attitude; Work; Employment; Unemployment; Article

AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park, Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more).
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

234

TD/TNC 55.144

LLoyd, Carolyn; Frost, Mike.

Promoting community partnerships: full service schools.

IN: Vocal: Australian journal of vocational education and training in schools. Vol. 1,(1), August 1998, p. 55-57

Rosny Park, Tas.: Vocational Education and Training Network, 1998.

The Commonwealth Government's Full Service Schools Program is partly a response to significant changes embraced in the new Youth Allowance. To be eligible this requires young people under 18 years old, and who have not completed Year 12 or an equivalent to be in full-time education or training unless they are specifically exempted. The program aims to assist schools in the development of appropriate programs and services that will assist the estimated 28,000 young people likely to be affected by the changes, a substantial proportion of whom could be back in the school system.

Keywords: Vocational education; Training; Secondary school; Article

AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park, Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more).
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

235

TD/TNC 55.145

Sykes, Helen.

Options for work and education.

IN: Vocal: Australian journal of vocational education and training in schools. Vol. 1,(1), August 1998, p. 58-59

Rosny Park, Tas.: Vocational Education and Training Network, 1998.

The Options for Work and Education (OWE) project was designed to find alternative ways of helping students who are not achieving, or under achieving in the school environment, and are at risk of being marginalised to gain the skills and confidence to explore pathways to further education and/or employment. Students participating in the ten week OWE program do a TAFE certificate course one day a week, work with local employers another day and complete their Year 10 studies at school three days a week. The program's main success has been the improvements in the students' confidence, self esteem, attitudes to work and education, and levels of achievement.

Keywords: Vocational education; Training; Work; Student; Skill; Further education; Employment; TAFE; School; Article

AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park, Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more).
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

236

TD/TNC 55.146

Barnett, Chris.

Programs for lower secondary students supporting their access to vocational education and training in the senior years.

IN: Vocal: Australian journal of vocational education and training in schools. Vol. 1,(1), August 1998, p. 60-61

Rosny Park, Tas.: Vocational Education and Training Network, 1998.

A large number of schools in Western Australia (WA) are already committed to career education. This paper reports on a project undertaken to develop curriculum and resources for lower secondary students to support their access to vocational education and training (VET) in years 11 and 12. A key intended outcome is the provision of access for students in remote locations. The project has undertaken a mapping exercise to identify the range of programs and activities in years 9 and 10 currently operating in WA schools, as well as to identify years 9 and 10 career education initiatives in schools in other states. The project also intends to examine career education resources relevant for years 9 and 10 against both teacher and industry perspectives.

Keywords: Vocational education; Training; Curriculum; Access to education; Industry; Career education; School; Article

AVAILABLE FROM: For details contact Vocational Education and Training Network, PO Box 424, Rosny Park, Tasmania 7018. Ph: +61 3 6244 9254; Fax: +61 3 6244 9299; Email: mfrost@info.rosny.tased.edu.au and Internet address: http://info.rosny.tased.edu.au/vetnet/vetnet.htm (current at 12 November 1998). The cost is $20 per copy, ($15 to VETNETwork members, and there is a discount for orders of 10 or more).
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

237

TD/TNC 55.147
Keating, Jack; Kelly, Michele; Smith, Clint.

Career development through assessment and recognition in community based workplaces.

[Melbourne]: RMIT, 1998. 98 p.

This is the final report of a project that grew out of the work of the Australian Housing and Urban Research Institute (AHURI) in looking at social housing and the development of national industry competency standards for social housing workers in both the public and community sectors. The main issue has been a concern to develop a meaningful framework for skills development and recognition and a need to address the significant role of volunteers in the industry and in associated industries. The project also intended to develop a model of workplace assessment able to be applied to a range of community owned and managed workplaces incorporating recognition of prior learning (RPL) as a subset of assessment.

At head of title: Final report, October 1998

Keywords: Assessment; Competence; Competency standard; Social worker; Housing; Skill development; Volunteer; Australian Housing and Urban Research Institute; AHURI

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

238

TD/TNC 55.148
BORAL.

Recognising our value: report on the project to develop a framework for the recognition of workplace competence in Boral Construction Materials Group (BORAL).

Canberra: DEETYA, 1996. 77 p.

As part of its quest to regain a leading position as a producer of building and construction materials, BORAL needed a new training and assessment system intended to upskill and multiskill personnel, to support continuous improvement and to satisfy new industrial agreements. A part of this new system is the recognition of workplace competence (RWC), a type of recognition of prior learning (RPL). This report describes the designing and introduction of the new system and attempts to provide advice to others embarking on a similar project. It also describes the strategy, the action learning process, the external support structures engaged, project management, the evaluation process, the difficulties encountered, the gains made and future directions.

Keywords: Competence; Competency standard; Recognition of prior learning; RPL; Workplace education; Skill development; Training system; Assessment; Competency based assessment

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

239

TD/TNC 55.149
Maglen, Leo.

Role of education and training in the economic growth and development process.

Hawthorn, Vic: DVET, [1998]. 20 p.
(Working paper, no. 11)

This paper was delivered as the keynote address at the 'Science, mathematics and technical education for development international seminar', Universiti Brunei, 20 June-2 July 1998. The paper concentrates on the linkages between education and training and the economic growth and development process, and how education and training are seen by economists to contribute to the economic growth and training process. Four major themes are identified and amplified: the role of education and training in the transition from a traditional to a modern wage-based economy; the idea of human capital formation; stages of economic growth and development; and globalisation and rapid technological change.

Keywords: Education; Training; Economic growth; Economic development; Mathematics; Technical education; Development planning; Technological change

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

240

TD/TNC 55.150
Charles Sturt University. Regional Economics Research Unit. (RERU)

Economic evaluation of alternative methods of delivering employer provided electrical trade and mechanical engineering trade apprenticeship training.

[Melbourne]: Charles Sturt University, 1998. 52 p. + appendices

This study estimates the net cost to employers of electrical and mechanical engineering apprentices through direct observation which is different from the survey methods used in most previous studies. The estimates are used to compare the on-the-job cost to the employer of two approaches to apprenticeship training. One approach is to send apprentices to the Lithgow Apprentice Training School in place of on-the-job training in the first year.

The second is the traditional approach of providing on-the-job training at the workplace in the first year. The study found that the positive impact of the Training School on apprentice performance and the relatively low levels of direct supervision of apprentices has implications for current initiatives to shift apprenticeship training away from TAFE and more to the workplace. The study also suggests that the Training School approach for the on-the-job component of apprenticeship training in the first year could be a means of making apprentices more attractive to employers, and enhancing on-the-job training for apprentices by lowering the cost of apprentices carrying out skilled activities.

Keywords: Electrical engineering; Mechanical engineering; Employer; Cost; Apprenticeship; Training; On-the-job training

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

241

TD/TNC 55.151
McIntyre, John; Brown, Tony; Ferrier, Fran.

Economics of ACE delivery.

Darlinghurst, NSW: New South Wales Board of Adult and Community Education, 1996. 1 v.

Over the past decade funding issues have become a major element influencing the growth and development of community-based adult education, and a concern for both the New South Wales (NSW) Board of Adult and Community Education (BACE) and for providers in the NSW Adult and Community Education (ACE) sector. The growth in size of ACE organisations has been accompanied by diversification of programs and an increase in resources. This project examined the funding issues raised by these developments. The aim was to learn more about the costs of running an ACE organisation and the ways these may vary from one organisation to another. It is suggested that the changes reflect the development of a national vocational education and training system, and that they flow from a need to align funding allocation decisions with government policies that seek to maximise efficiency through the adoption of a more market-oriented approach in which providers compete to sell services to the government and others.

Keywords: Adult education; Community education; Further education; Training; Resource allocation
ISBN: 0731302729

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

242

TD/TNC 55.152
Selby Smith, Joy; Selby Smith, Chris; Ferrier, Fran.

Key policy issues in the implementation of user choice.

[Melbourne]: Monash University-ACER Centre for the Economics of Education and Training, 1996. 24 p. *(Working paper, no. 8)*

This report focuses primarily on the key policy issues that need to be resolved to achieve full implementation of user choice, initially in the Modern Australian Apprenticeship and Traineeship System (MAATS) and subsequently more widely in the vocational education and training (VET) system. The paper addresses the definition and objectives of user choice, identifies the key policy issues that need to be resolved and poses some options for their resolution, and finally looks at implementation on an effective and sustainable basis.

Keywords: Vocational Education; Training; Educational policy; Training policy; Policy formation; Modern Australian Apprenticeship and Traineeship System; MAATS; Apprentice; Trainee; User choice

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

243

TD/TNC 55.153
Long, Mike.

Perceptions of improvement in job performance by participants in training courses: results from the 1993 survey of training and education.

[Melbourne]: Monash University-ACER Centre for the Economics of Education and Training, 1996. 14 p. *(Working paper, no. 11)*

This paper examines patterns of responses to the question: has (any of) that training helped you do a better job? The question was asked in the 1993 'Survey of training and education' (STE), conducted by the Australian Bureau of Statistics (ABS), based on the labour force component of the monthly population survey conducted by the ABS in April and May 1993. The analyses in this paper deal with training courses undertaken during the previous 12 months by those respondents who were employees at any time during the 12 months preceding the interview. Two types of training courses are considered: in-house training and external training. Results are presented separately for the two types of training courses. The focus of the paper is on courses rather than individuals. Differences are considered between the categories of a range of demographic and employment variables for participants and a number of characteristics of the training courses themselves.

Keywords: Training; Training course; Statistics; Survey; Employee

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

244

TD/TNC 55.154
Burke, Gerald.

Expenditure on education and training: estimates by sector and course.

[Melbourne]: Monash University-ACER Centre for the Economics of Education and Training, 1998. 18 p. *(Working paper, no.19)*

This paper, a version of which appears in 'Australia's youth: reality and risk', Dusseldorp Skills Forum, 1998, provides a range of data on expenditure in order to contribute to the debate on the size and shape of funding of education and training, and provide a context for more informed judgement on the big questions. First it provides an overview of aggregate expenditures on education and training and structured training by employers, then it explores the expenditures allocated to various sectors and fields of education and training, offering some illustrative examples of spending in the various pathways. The paper represents a work in progress, and the data presented are subject to revision both in the basic data and the method of analysis, and are presented as a basis for further investigation.

Keywords: Educational expenditure; Education; Training; Data collecting; Data analysis; Resource allocation

AVAILABLE FROM: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.
Interlibrary loan.

VICTORIA

245

TD/VIC 55.01
Roy Morgan Research.

Benchmarking employer satisfaction with training for apprentices and trainees.

Melbourne: Office of Training and Further Education, 1998. x, 149 p.

In November 1997 the Victorian Office of Training and Further Education appointed Roy Morgan Research to undertake a benchmark study of employer satisfaction with training services for apprentices and trainees in Victoria. The results of the study will provide a benchmark from which to measure the effects of new reforms introduced in the State Training System in Victoria from January 1998 (User Choice and New Apprenticeships). The study addressed issues such as: (1) How satisfied are employers with the quality, relevance and availability of apprenticeship and trainee training in Victoria overall; (2) What aspects of training are more important to employers and how well do Institutes and the system satisfy these; (3) What information do employers use to choose providers for entry level training; (4) What information do employers need to effectively choose a provider, and is it available; (5) What are benchmark levels of satisfaction prior to the introduction of New Apprenticeships and User Choice.

Keywords: Benchmarking; Vocational education; Training; Apprentice; Trainee

AVAILABLE FROM: Sue Foster, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001.
Ph: (03) 9637 2662;
E-mail: Sue.Foster@dse.vic.gov.au
Cost: Gratis (Limited supply)
Internet: www.otfe.vic.gov.au/publi/stratpub.htm
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

246

TD/VIC 55.02
Foster, Sue.

Competency-based training in Victoria.

Melbourne: Office of Training and Further Education, 1998. iv, 35p.

Introduced in 1992, competency-based training and assessment have constituted a major plank of the National Training Reform Agenda. Training reform sought to address the need for a more highly skilled and flexible labour force in Australia to contribute to economic growth and enhanced international competitiveness of industry. Despite the significance of CBT in the reform agenda, there is little information to inform the system of how extensively it has been implemented, by what groups and with what effect. Anecdotal reports from within the OTFE suggested varying levels of satisfaction from teachers and OTFE staff with aspects of CBT and its implementation. Consistent with the policy of OTFE to continually review and improve its policy and operations, a review was undertaken. The key purposes of the study were to improve understanding of CBT and its operation within the Victorian TAFE sector and identify strategies to improve the application and effectiveness of CBT for the Victorian training system.

Keywords: Competency based training; Evaluation; CBT; Vocational education; Survey
ISBN: 0731109171

AVAILABLE FROM: Sue Foster, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001.
Ph: (03) 9637 2662;
E-mail: Sue.Foster@dse.vic.gov.au
Cost: Gratis (Limited supply)
Internet: www.otfe.vic.gov.au/publi/stratpub.htm
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

247

TD/VIC 55.03

Wyatt, John.

Relationship between ISO series of standards and Australian Business Excellence Framework.

Melbourne: Office of Training and Further Education, 1998. iv, 18 p.

Victoria has a devolved, innovative and highly-competitive State Training System. Its organisations are meeting the challenges posed in enhancing their productivity and in responding to their stakeholders' needs. To meet and exceed these needs, organisations in Victoria have implemented a range of quality systems, the two most common being the ISO Series of Standards and the Australian Business Excellence Framework. This publication provides an overview of the relationship between these two systems.

Keywords: Quality; ISO 9000; Best practice; Benchmarking
ISBN: 073115200X

AVAILABLE FROM: Brian Dorizzi, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001.
Ph: +61 3 9637 2805;
E-mail: Brian.Dorizzi@dse.vic.gov.au
Cost: Gratis
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

248

TD/VIC 55.04

Bossard, Pam; Holloway, Jill; Mackey, Jonquil.

To write?...too right.

Melbourne: Language Australia, 1997. viii, 100 p.

This book is intended for people who would like to write but don't know how to go about it. A self-access resource, it provides an introduction to the key features of four kinds of texts and covers: (1) Writing for yourself on how to keep a journal and what to write in it; (2) Writing to communicate with others; (3) Ideas for inspiration; (4) Help on final editing and checking structure, grammar, punctuation and spelling. There are also a number of writing guides to assist writers as they work through the step-by-step plan and these can be photocopied freely.

Keywords: Writing; Manual; Literacy

AVAILABLE FROM: Language Australia Publications, GPO Box 372F Melbourne Vic. 3001. Ph: +61 3 9614 0255; Fax: +61 3 9629 4708. Cost: $29.00 + postage
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

249

TD/VIC 55.05

1998 government funded training program tender kit.

Melbourne: Office of Training and Further Education, 1997. 133 p.

This Government funded training program tender specification and information kit is representative of the policy priorities of the Victorian Government. It reflects responsiveness to industry demands, emphasises value-added training and reinforces the Government's drive to increase the competitive training market. The kit explains the tender process, outlines the terms and conditions of the tender and provides forms to be used.

Cover title: Victorian government funded training places 1998.

Keywords: Training; Victoria; Vocational education; Accreditation

AVAILABLE FROM: Munjit Gill, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001. Ph: +61 3 9637 2703. Cost: Gratis.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

250

TD/VIC 55.06

Nicholls, Mary; Raleigh, Robyn.

Understanding life in Australia: ESL for older learners.

Melbourne: Adult, Community and Further Education Board, 1998. 254 p.

This resource for teachers is the result of a project that investigated the need for English language classes for older learners. The project assumed that older migrants realise the need, and are interested in attending English language classes to improve their communication skills so that they can participate more fully in their local community. The resource is divide into teachers' notes and teaching materials.

Cover subtitle: Adult education in the community.

Keywords: (English (secondlanguage); Adult basic education; Literacy; Community education; Older worker
ISBN: 0731118065

AVAILABLE FROM: ARIS, GPO Box 372F Melbourne, Vic. 3001. Ph: +61 3 9614 0255. Cost: $30 + postage.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

251

TD/VIC 55.07

Information kit: using key competencies to enhance workplace practice.

Melbourne: Office of Training and Further Education, 1997. 11 pages (in folder)

The nine projects included in this folder provide useful information to inform VET practitioners of the key areas and situations in which employees use the Key Competencies in the performance of their work tasks. They therefore provide strategies and models for action which link training and the Key Competencies with work practice.

Cover title: Tapping into commonsense and experience.

Keywords: Competence; Vocational education; Training; Competency based training

AVAILABLE FROM: Pam Caven, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001. Ph: +61 3 9637 2799. Cost: Gratis.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

252

TD/VIC 55.08

New apprenticeships in Victoria.

Melbourne: Office of Training and Further Education, 1998. 23 booklets

These booklets set out the processes employers need to know to employ an apprentice in

Victoria. Information covered includes basic registration information, State and Commonwealth incentives for New Apprenticeships, organisations to contact, registered training organisations in each category and examples of model training programs. Areas covered include: Administration, Aeroskills, Agriculture, Arts, Automotive, Building, Business, Community Services and Health, Electrotechnology, Engineering, Food, Forest, Furnishing, Horticulture, Information Technology, Printing, Process Manufacturing, Public Administration, Retail, Textiles, Clothing and Footwear, Tourism and Transport and Distribution.

Keywords: Apprenticeship; Traineeship; Training needs; Vocational training; Victoria

AVAILABLE FROM: Clive Langdon, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001. Ph: +61 3 9637 2793. Cost: Gratis. Web site: www.otfe.vic.gov.au/employers/newapps/start.htm
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

253

TD/VIC 55.09
Scofield, Paul.

Origin and development of group training in Victoria.

Coburg, Vic.: Paul Scofield, 1998. 72 p.

This work is not intended to be a definitive history of group training in Victoria but more to produce a history that would prove both interesting and informative for the author's colleagues in the group training arena and those looking at group training in general in Victoria. The study begins in the 1920's, the early days of apprentice training in Victoria, to the present.

Published privately

Keywords: Group training; Apprentice; Trainee; Employment; History; Victoria

AVAILABLE FROM: Paul Scofield, Inner Northern Group Training Limited, PO Box 208 Coburg, Vic. 3058. Ph: +61 3 9354 4022. Cost: Gratis.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

254

TD/VIC 55.10
Vallence, Kevin; Hampson, Vikki.

Small business incentive scheme pre-release survey.

Bendigo, Vic.: Bendigo Regional Institute of TAFE, 1997. 27, [7] p.

The Small Business Incentive Scheme trial project had the objective to assess the potential impact of a small business training incentive payment in regional Victoria and identify policy, programme and delivery implications for the State Training Service. This report presents the findings of a survey conducted in November/December 1997 in the Bendigo and Warrnambool areas of regional Victoria ahead of the release of a Small Business Incentive Scheme in March 1998.

Keywords: Small scale industry; Training programme; Small business; Questionnaire; Work incentive

AVAILABLE FROM: Kevin Vallence, Quality and Research, Bendigo Regional Institute of TAFE, PO Box 170 Bendigo, Vic. 3552. Ph: +61 3 5434 1520. Cost: $20 + postage.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse PO Box 266D Melbourne Vic. 3001

255

TD/VIC 55.11
Australian Competency Research Centre

Transfer: VET research and practice, vol 3, no 2, October 1998.

Melbourne: Australian Competency Research Centre, 1998. 12 p.

This journal, produced by the Australian Competency Research Centre, provides a range of articles on research in the VET sector in Australia. Key articles in this issue include: (1) Andrea Bateman: Ballarat Assessment Centre: a case study of a consortium model assessment centre and (2) Cracks in the foundation?: researching the content and use of the Workplace Trainer and Assessment Competency Standards by P. Griffin (et al.)

Keywords: Vocational education; Research; Australian Competency Research Centre; Periodical; Competency based training; Assessment; Delivery system; Competency based assessment

AVAILABLE FROM: Australian Competency Research Centre, Level 3, 517 Flinders Lane Melbourne Vic. 3000 Ph: (03) 9621 2622 Internet: www.jeack.com.au/~acrc Cost: $6 per issue
Other sources: Articles available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

256

TD/VIC 55.12

Showcasing best practice in Victoria's vocational education and training system.

Melbourne: Office of Training and Further Education, 1998. 16 p.

This publication provides overviews of the fourteen Victorian projects funded by the Australian National Training Authority (ANTA) as part of the national Demonstrating Best Practice in Vocational Education and Training (VET) project. The overviews included were written specifically by the organisations who undertook the projects. They included a diverse range of organisations from small, non-metropolitan Melbourne Adult, Community and Further providers to industry-based private providers, Industry Training Boards and TAFE Institutes.

Keywords: Best practice; TAFE; Victoria; Vocational training; ANTA funded project
ISBN: 0731105672

AVAILABLE FROM: Quality and Change Management Division, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001. Ph: +61 3 9637 2811. Cost: Gratis.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

257

TD/VIC 55.13

Quality concepts: an overview.

Melbourne: Office of Training and Further Education, 1998. 18 p.

The Victorian Government is committed to improving the quality of the training and further education provided to all Victorians. To this end, this overview outlines the quality concepts that underpin the development of the Quality Management Framework in the State Training Service in Victoria.

The Framework has, at its core, a strategy for State Training Service organisations to adopt quality principles and practices into their activities. Its main purpose is to promote continuous improvement in the management of these organisations.

Keywords: Vocational education; Victoria; Quality; Training
ISBN: 0731152085

AVAILABLE FROM: Quality and Change Management Division, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001. Ph: +61 3 9637 2805. Cost: Gratis.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

258

TD/VIC 55.14
Holmesglen Institute of TAFE.
Vocational education and training opportunities for adult VCE students.
Melbourne: Office of Training and Further Education, 1997. v, 91 p.

This report by Holmesglen Institute of TAFE considered whether and how VET (Vocational Education and Training) in Schools program should be made available to adults studying the Victorian Certificate of Education (VCE). Given that this report is released at approximately the same time as a general review of VCE in Victoria, it is interesting to note one of the issues to be raised in the VCE review: "improving the effectiveness in the links between the VCE and higher education, employment and vocational education and training giving particular consideration to the development of pathways to vocational education, training and employment". At present, while adults are not explicitly excluded from VET in Schools programs, very few adults are aware of their existence. Therefore this report and its recommendations are vital to adult education in Victoria.

Keywords: Victorian Certificate of Education; Adult education; Victoria; Secondary school
ISBN: 0731108022

AVAILABLE FROM: Leonie Millar, Holmesglen Institute of TAFE, PO Box 42, Chadstone Vic. 3148. Ph: +61 3 9564 1555. Cost: Gratis.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

259

TD/VIC 55.15
Kaye, Derek; Kaufmann, Jill.
Starting your own small business: a program for Aboriginal people.
Melbourne: Adult, Community and Further Education, 1998. 80 p.

This resource book is part of a series entitled Bridging into Small Business : a program for Aboriginal People. The book is divided into 20 units, part A devoted to writing and developing a business plan and part B written to introduce business and book-keeping skills.

Cover title

Keywords: Small business; Curriculum; Aboriginal community; Aborigine
ISBN: 0731126653

AVAILABLE FROM: Robyn Hodge, Language Australia, GPO Box 372F Melbourne Vic. 3001. Ph: +61 3 9614 0255. Cost: $30.00.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

260

TD/VIC 55.16
Kaye, Derek; Kaufmann, Jill.
Back to basics: small business maths: a program for Aboriginal people.
Melbourne: Adult, Community and Further Education, 1998. 58 p.

As part of the series, Bridging into small business: a program for Aboriginal people, this work book illustrates ways of applying business maths while using a calculator. The book includes simple examples and activities.

Cover title

Keywords: Small business; Aboriginal education; Aborigine; Curriculum; Mathematics
ISBN: 0731126661

AVAILABLE FROM: Robyn Hodge, Language Australia, PO Box 372F Melbourne Vic. 3001. Ph: +61 3 9614 0255. Cost: $15.00.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic. 3001

261

TD/VIC 55.17
Edwards, Lesley.
Introduction to psychology.
Melbourne: Adult, Community and Further Education, 1998. 231 p.

This resource provides an approachable introduction to the key research experimentation and theoretical issues about psychology. It is anticipated that the Units will suit students with either a passing interest in psychology, or those wishing to prepare for further study. The units have been designed for use with the CGEA GCO at levels 3-4. Reading and writing activities for group and individual work are included. The module also includes answers to learner activities and key terms.

Includes Teacher's Guide

Keywords: Psychology; Curriculum
ISBN: 0731118057

AVAILABLE FROM: Robyn Hodge, ARIS, GPO Box 372F Melbourne Vic. 3001. Ph: +61 3 9614 0255. Cost: $30.00.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbounre Vic. 3001

262

TD/VIC 55.18
Seddon, Terri; Malley, Jeff.
Staff development strategy for supporting research priorities in the State Training Service.
Melbourne: Office of Training and Further Education, 1998. 2 v.

This two volume report addresses the staff development arrangements for supporting future research priorities in TAFE. The report breaks new ground in examining the progress that Victorian TAFE has made in many areas of provider-based research. In particular, the report examines how the research effort is linked to the Victorian TAFE business needs and how this linkage can be strengthened. Part 1 of the report focuses on how provider-based research can be advanced and the researchers suggest a new staff development strategy to support this. Part 2 provides the working papers that were assembled by the researchers to inform their conclusions.

Two volumes

Keywords: Staff development; Training; Vocational education; Educational research; Strategic planning
ISBN: 073115231X

AVAILABLE FROM: Ian Gribble, Office of Training and Further Education, PO Box 266D Melbourne Vic. 3001.
Ph: +61 3 9637 2698. Cost: Gratis.
Other sources: Paper copy available on interlibrary loan from: Victorian TAFE Clearinghouse, PO Box 266D Melbourne Vic 3001

WESTERN AUSTRALIA

263

TD/WA 55.01
Training Accreditation Council Western Australia.
Recognition of training.
East Perth WA: Western Australian Dept of Training, 1998. 7 booklets

In Western Australia, the Training Accreditation Council is responsible for quality assurance and recognition arrangements that lead to national recognition of training organisations and the competencies of individuals.

This information kit is primarily designed for training organisations seeking to be recognised by the Training Accreditation Council. It will also be of interest to validators operating within the system, and groups and individuals with a general interest in training quality assurance and recognition.

The kit contains a series of seven booklets providing 'how to' information and supporting information to assist training organisations. Important terms with a specific definition have been underlined and appear in the glossary of terms in booklet six. The information presented in this information kit can also be accessed on the World Wide Web at: http://www.training.wa.gov.au (current at 15 November 1998). By checking the web site, readers can ensure that they have the most up-to-date-version.

Keywords: Vocational education; Quality; Competency based training; Accreditation; Accrediting authority; Western Australia. Dept of Training; Training Accreditation Council (WA)

AVAILABLE FROM: WA VET Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.
Other sources: Also available on the Internet at: http://www.training.wa.gov.au (current at 15 November 1998)

264

TD/WA 55.02
Midland College of TAFE.
Midland College of TAFE annual report 1997.
Midland WA: The College, 1997. ii, 54 p.

This annual report for the Midland College of TAFE reviews the College's training and teaching activities, educational support activities, corporate services, and planning and development strategies.

Keywords: Vocational education; Vocational training; Annual report; Western Australia; Midland College of TAFE; TAFE

AVAILABLE FROM: WA VET Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

265

TD/WA 55.03
TAFE Metals Consortium (WA).
Performance with merit in competency based training: report on a successful pilot.
East Perth WA: Western Australian Dept of Training, 1998. 45 p.

This report documents the implementation and evaluation of a project to pilot a way of providing additional information on the progress of learners within the metals trades. The project was carried out by the Metals Consortium and involved apprentices within the metal trades and their employers, as well as staff from Midland College of TAFE and the South Metropolitan College of TAFE.

The project steering committee developed a performance profile incorporating nine criteria, the first four of which related to module tasks, and the remaining five relating to behavioural characteristics. Each learner was rated on a Likert scale against each of the criteria. The performance profile provided additional information to employers and learners, and a score of 36 or more resulted in the learner achieving 'performance with merit'.

The project provided a good example of the ability of registered training providers to ascertain the needs of employers within a particular industry area and to work with industry to develop a training model to meet those needs. It also successfully trialed the introduction of an additional level for reporting the progress of learners, and showed that the model could be applied to areas other than the metals industry. The pilot also resulted in suggested improvements to the model, primarily to the performance profile, for application in the metals industry. Appendices included.

Keywords: Competency based training; Competency based assessment; Vocational training; Apprenticeship; Metalworking industry; Performance; Performance profile; Project report; Western Australia; Western Australia. Dept of Training; TAFE Metals Consortium (WA)

AVAILABLE FROM: WA VET Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

266

TD/WA 55.04
Western Australia. Dept of Training. Professional and Career Development Unit. (PACD)

Towards a management and leadership development framework: management and leadership development report.

Perth: PACD, 1998.
1 v. (various pagings)

As part of its commitment to investing in people, the Human Resource and Staff Development Committee of the Western Australian Dept of Training requested, in 1997, that a project be undertaken to prepare a management and leadership framework to support the professional development of the Dept's management. It was envisaged that such a framework would be significant driver of the organisation's continued development. The purpose of the project was to: identify those management competencies that are perceived as the most important for the Dept at this time; identify priority professional development needs of departmental staff based on data gathered from management and general staff; and progress the formulation of a strategic framework to assist departmental management staff to develop their management and leadership competencies.

This comprehensive report was prepared following an extensive review of relevant literature (to determine a suitable list of competencies to be used as a basis for the management and general staff survey), a questionnaire survey of all staff, and individual interviews with all management staff.

The framework contains thirteen core strategies designed to address the top nine management and leadership development needs identified through the research. The report includes the competency framework, an analysis and discussion of survey results, a draft management and leadership framework, and recommendations.

Keywords: Management development; Leadership training; Staff development; Competence; Project report; Management; Survey; Western Australia. Dept of Training; Professional and Career Development Unit; PACD

AVAILABLE FROM: WA VET Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

267

TD/WA 55.05
Western Australian Training Information Centre.

Job search guide.

Perth: Western Australian Dept of Training, 1997. 28 p.

This guide has been designed to help job seekers to look for and apply for jobs. It will help them to look at their own skills and learn effective ways of trying to find a job. It covers areas such as looking at the right area of work, hints for job hunting, writing an application and preparing for an interview.

Keywords: Job searching; Career planning; Curriculum vitae; Employment interview; Western Australia; WA Training Information Centre
ISBN: 0730901645

AVAILABLE FROM: WA VET Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

268

TD/WA 55.06
Worley Ltd.

1997 update on skill requirements of major WA resource development projects: executive summary.

East Perth WA: Western Australian Dept of Training, 1997. 25 p.

This report prepared by Worley Limited outlines the skill requirements associated with the design, construction and operational phases of new resource development projects during 1996-2001. It summarises the findings of an update study of the potential skill requirements for the construction of WA resource development projects. This 1997 update study found that the peak labour demand expected to be generated from committed and likely projects will be for an additional 6,000-7,000 persons during the years 1998 to 2000. Whilst some of these additional skill requirements will be relatively easy to meet, others need to be developed urgently. The recommendations flowing from the study are essentially unchanged from the 1996 study, and are outlined in this report.

Keywords: Skill shortage; Resources development; Skill audit; Skill; Training needs; Western Australia

AVAILABLE FROM: WA VET Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

269

TD/WA 55.07
Western Australia. Dept of Training.

Your VET guide to advanced standing for secondary students, 1998.

East Perth WA: Western Australian Dept of Training, 1997. 64 p.

This guide gives important information to school students, their teachers and parents about how nationally accredited vocational education, in a range of specific industry areas, can be taken in Years 11 and 12. It also shows how these vocational education and training (VET) subjects/modules link with further vocational education and training, and can be converted into credit at VET institutions. It outlines the principles and processes behind the arrangements for advances standing and shows where arrangements for advanced standing are already in place. It includes VET recognition of school studies and standard exemptions and credit transfer by areas of study.

Keywords: Articulation; Access to education; Vocational education; Vocational training; Admission requirements; Secondary education; Western Australia

AVAILABLE FROM: WA VET Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

270

TD/WA 55.08

Western Australian Training Information Centre.

Training, education and employment resource manual.

Perth : Western Australian Training Information Centre, 1998. 106 p.

This resource manual provides information on training, education and employment services available in Western Australia. The sections include: secondary education, vocational education and training (VET), and higher education, flexible learning options, training schemes, labour market services, casual work programs, self-employment opportunities, and financial assistance. Other sections cover programs for Aboriginals and Torres Strait Islanders, programs for people with disabilities, and for women, migrants, youth and ex-offenders.

Keywords: Manual; Training; Education; Employment; Secondary education; Vocational education; Flexible delivery; Training scheme; Western Australia; WA Training Information Centre

AVAILABLE FROM: WA VET Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

271

TD/WA 55.09

Western Australia. Dept of Training.

Update: policy directions in employment and training, issue no. 15, June 1998.

East Perth WA: Western Australian Dept of Training, 1998.

This newsletter contains information on state and national vocational education and training (VET) policy directions. This issue contains articles on the new Group Training funding arrangements for 1998-99 recommended by the Australian National Training Authority (ANTA); the revised strategy for vocational education in Australia which resulted from the April meeting between State and Federal Ministers for employment and training related portfolios; the Quality Training Initiative and its Training Accreditation Council kit, offering Western Australian training organisations a competitive edge through accreditation; efficiency improvement strategies and the new ANTA agreement for 1998-2000. It also includes articles on the review project on user choice options; a new manual to improve access for disabled students; current research projects from Strategic Training Initiatives, such as the New Apprenticeships Research project, the Traineeship Attrition Research project, and the Small Business Traineeship Research project; the 1998 National Demonstrating Best Practice in Vocational Education and Training project; and the multi-sector review of wheatbelt education and training needs.

Keywords: Newsletter; Vocational education; Vocational training; Training policy; Quality; Best practice; Training needs; User choice; Accreditation; Small business; Apprenticeship; Australian National Training Authority; ANTA; Western Australia

AVAILABLE FROM: WA VET Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

272

TD/WA 55.10

Western Australia. Dept of Training.

Training WA, volume 5, number 2, July 1998.

East Perth WA: Western Australian Dept of Training, 1998.

This is the newsletter of the Western Australian Dept of Training presenting the latest in training innovation and success. This issue features articles on Access all Areas, the Dept's interface for the Youth Employment Initiative; the new School Leaver program; the five-month Women's Mentoring Program, a collaboration between Western Australia (WA), the Australian Capital Territory (ACT) and Tasmania; Green Skills Fremantle, an innovator in the specialised field of environmental training and conservation project management; Enterprising Options, a series of job creation projects throughout the state with a focus on innovation and long term prospects. It also includes articles on Marcus Letcher's concept of modular work; the Dept's Investors in People project; the Essential Services project, a cross-agency initiative which aims to provide greater equity in the provision of essential services to remote communities; and the McDonald's Management Development Program.

Keywords: Training; Newsletter; Youth employment; School leaver; Mentor; Environmental education; Employment opportunity; Vocational training; Management; Western Australia

AVAILABLE FROM: WA VET Clearinghouse, Library and Information Service, Western Australian Dept of Training, 1 Prospect Place, West Perth WA 6005. Ph: +61 8 9227 3293; Fax: +61 8 9227 3355. Interlibrary loan.

AUSTRALIAN NATIONAL TRAINING AUTHORITY

273

TD/ANTA 55.01

Australian National Training Authority. (ANTA)

Annual national report 1997: volume 1 Australia's vocational education and training system: national overview.

Brisbane: ANTA, 1998. 47 p.

Volume 1 outlines the major features and achievements of the Australian vocational education and training system nationally and provides some illustrative examples of specific initiatives undertaken by states, territories and the Commonwealth.

It is the first of a three volume set. See TD/ANTA 55.02 for volume 2 and TD/ANTA 55.03 for volume 3.

Keywords: Annual report; Australian National Training Authority; ANTA;

Educational reform; Educational policy; Training policy; Training policy coordination
ISSN: 1324-9185

AVAILABLE FROM: Fax order to ANTA Publications Officer. Fax: +61 7 3246 2490; Ph: +61 7 3246 2300. Fax request for interlibrary loan to ANTA. Fax: +61 7 3246 2490.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

274

TD/ANTA 55.02
Australian National Training Authority. (ANTA)
Annual national report 1997: volume 2 Australia's vocational education and training system: Commonwealth, state and territory achievements.
Brisbane: ANTA, 1998. 95 p.

Volume 2 contains a chapter on each state, territory and the Commonwealth on their full range of achievements in 1997 against the national strategy themes. This volume is a comprehensive picture of the national achievements for 1997. It highlights the amount and quality of work that has taken place across Australia, and the high level of cooperation between systems and the people within them.

This is volume 2 of a three volume set. See TD/ANTA 55.01 for volume 1 and TD/ANTA 55.03 for volume 3.

Keywords: Annual report; Australian National Training Authority; ANTA; Educational reform; Educational policy; Training policy; Training system; Educational system
ISSN: 1324-9185

AVAILABLE FROM: Fax order to ANTA Publications Officer. Fax: +61 7 3246 2490; Ph: +61 7 3246 2300. Fax request for interlibrary loan to ANTA. Fax: +61 7 3246 2490.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

275

TD/ANTA 55.03
Australian National Training Authority. (ANTA)
Annual national report 1997: volume 3 measuring the performance of Australia's vocational education and training sector in 1997: vocational education & training performance.
Brisbane: ANTA, 1998. 86 p.

This report considers the performance of Australia's vocational education and training sector in 1997. It is the third national performance measurement report on the vocational education and training sector. Time series trends in performance are considered where information is available.

This is volume 3 of a three volume set. See TD/ANTA 55.01 for volume 1 and TD/ANTA 55.02 for volume 2.

Keywords: Annual report; Australian National Training Authority; ANTA; Educational reform; Training system; Educational system; Performance indicator; Measurement; Standard
ISSN: 1324-9185

AVAILABLE FROM: Fax order to ANTA Publications Officer. Fax: +61 7 3246 2490; Ph: +61 7 3246 2300. Fax request for interlibrary loan to ANTA. Fax: +61 7 3246 2490.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

276

TD/ANTA 55.04
Australian National Training Authority. (ANTA)
Australian National Training Authority: annual performance report 1997-1998.
Brisbane: ANTA, 1998. 129 p.

The annual performance report of the Australian National Training Authority (ANTA) for the financial year 1997-1998 details the performance of the Authority itself for that time period. The report has been prepared against the Authority's work priorities for 1997-1998. It reflects the tasks, their objectives and outcomes within the organisational framework.

Keywords: Annual report; Australian National Training Authority; ANTA; Educational reform; Educational policy; Training policy
ISSN: 1322-8609

AVAILABLE FROM: Fax order to ANTA Publications Officer. Fax: +61 7 3246 2490; Ph: +61 7 3246 2300. Fax request for interlibrary loan to ANTA. Fax: +61 7 3246 2490.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

277

TD/ANTA 55.05
Booker, Di. (Ed.)
University of South Australia. Library.
Information literacy: the Australian agenda: proceeding of a conference.
Adelaide: University of South Australia, 1993. 185 p.

This volume contains presentations given at a conference held in Adelaide College of TAFE 2-4 December 1992. The presentations include: Opening address: information literacy: what's it all about; Information literacy: why worry; What's happening: schools, higher education, TAFE, public libraries, workplace education, industry/business; The learning society; Workshop reports; Establishing the agenda for change; What can we learn from the US experience?; Final recommendations for action.

Convener: Irene Doskatsch

Keywords: South Australia; Information literacy; Information retrieval; Access to education
ISBN: 0868030694

AVAILABLE FROM: Fax request for interlibrary loan to ANTA. Fax: +61 7 3246 2490.

278

TD/ANTA 55.06
Australian National Training Authority. Performance Review Committee. (ANTA)
Key performance measures for vocational education and training: final report key performance measures implementation plan: report.
Brisbane: ANTA, 1998. [53] p.

The chapters in this book are: Introduction; Principles for a set of key performance measures for VET; A set of long term key performance measures for VET; Implementation.

There are seven key performance measures recommended:

- KPM 1 skill outputs produced annually within the domain of formally recognised VET;
- KPM 2 stocks of VET skills against desired levels;
- KPM 3 employers' views on the relevance of skills acquired through VET;
- KPM 4 student employment outcomes and prospects before and after participation in VET;
- KPM 5 VET participation, outputs and outcomes achieved by client groups;
- KPM 6 (actual) public expenditure per publicly funded output;
- KPM 7 (actual) public expenditure per total recognised output.

Keywords: Australian National Training Authority; ANTA; Vocational education; Vocational training; Key Performance Measure; KPM; Performance indicator; Measurement; Standard
ISBN: 064225396X

AVAILABLE FROM: Fax order to ANTA Publications Officer. Fax: +61 7 3246 2490; Ph: +61 7 3246 2300. Fax request for interlibrary loan to ANTA. Fax: +61 7 3246 2490.

279

TD/ANTA 55.07
Australian National Training Authority. (ANTA)
Achieving equitable outcomes: a supporting paper to Australia's national strategy for vocational education and training 1998-2003.
Brisbane: Australian National Training Authority, [1998]. 25 p.

The purpose of this paper is to elaborate the basis, in analysis and thought, of the Australian National Training Authority Board's proposal that Australia work towards making the vocational education and training system more responsive to the diverse needs of clients and potential clients.

This paper is one of five supporting papers to "A bridge to the future: Australia's national strategy for vocational education and training 1998-2003" (see TD/TNC 54.39). It has three functions:

- to provide up-to-date information relating to the current position of specific client groups in vocational education and training;
- to acknowledge that whilst states and territories may have differing approaches to achieving equity in vocational education and training, some consistent, strategic action around equity is necessary, and;
- to propose how the new accountability and planning mechanisms for vocational education and training can be utilised to support the achievement of equity.

Keywords: Vocational education; Vocational training; Educational policy; Strategic planning; Access to education; Equal opportunity; Participation; Outcome of education; Accountability
ISBN: 0642254001

AVAILABLE FROM: Fax order to ANTA Publications Officer. Fax: +61 7 3246 2490; Ph: +61 7 3246 2300.
Other sources: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

COUNCIL OF ADULT EDUCATION

280

TD/CAE 55.01
Australian journal of adult and community education, vol. 38, no. 2, July 1998.
Jamison Centre ACT: Australian Association of Adult and Community Education, 1998. 130 p.

Published three times a year, this issue contains papers on continuing professional education, assessment and influences on adult education practice.

Keywords: Adult education; Community education; Periodical
ISSN: 1035-0462

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

281

TD/CAE 55.02
Ritchie, Karen.
Informal, practice-based learning for professionals: a changing orientation for legitimate continuing professional education?
IN: Australian journal of adult and community education Vol. 38,(2), July 1998, p. 69-75

Continuing professional education (CPE) is more often than not interpreted in terms of formal, structured approaches to learning and skill development. Information CPE, the learning and development that occurs within practice on a day-to-day basis, is largely unsystematic, and sometimes unintentional and incidental, but often integral to improved practice. Changing work practices mean that more and more the responsibility for CPE will rest on individuals and that informal CPE will, and should, provide a basis or starting point for more formal CPE. This paper suggests a changing orientation to what should be accepted as legitimate CPE by examining the importance of informal practice-based learning for Adult Literacy and Basic Education teachers in the Western Institute of TAFE NSW. By using informal CPE as a foundation on which to build more formal learning, the changing needs of professional practice and practitioners can be better accomodated.

Keywords: Staff development; Continuing vocational education; Continuing education; Adult education; Article
ISSN: 1035-0462

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

282

TD/CAE 55.03
Mackay, David.

Competency based development for police service leaders: a NSW police service perspective.

IN: Australian journal of adult and community education Vol. 38,(2), July 1998, p. 76-80

This paper provides background details on the introduction of Competency Based Development within the NSW Police Service. The competency based approach in the NSW Police Service offers a modularised format in leadership development that is undertaken on-the-job. Participants can commit to as much or as little development as needed. In this way, learning is aligned to corporate requirements while, at the same time, is also tailored to the needs of individuals. This involves a shift towards less focus on credentials and hierarchical management levels and more focus on performing competently in any position. Includes references.

Keywords: Police; In-service education; Staff development; Management development; Leadership training; Competency based training; Article
ISSN: 1035-0462

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

283

TD/CAE 55.04
Christie, Michael F.

Sweden's folk university.

IN: Australian journal of adult and community education Vol. 38,(2), July 1998, p. 81-88

This paper provides an historical overview of the Swedish university extension movement. It traces its origins, evolution and current operation and places it in the context of Sweden's overall adult education system. Like Australia, the movement took its inspiration from the early Oxford and Cambridge university extension model, but today operates as a national education association with the extra-mural departments of Sweden's five universities participating as autonomous members. Includes references.

Keywords: Sweden; Adult education; University; Article
ISSN: 1035-0462

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

284

TD/CAE 55.05
Shore, Sue.

On the ground: weaving theory and practice in an adult education degree.

IN: Australian journal of adult and community education Vol. 38,(2), July 1998, p. 89-97

In this article the author draws on two key themes which have been influential in shaping her own practice: the challenge of maintaining theoretical and political commitments to social change, and what it looks like to do this work 'in the flesh' in adult education contexts. Attention is drawn to what is perceived as the disregard with which such issues as these are treated in the bulk of mainstream education and training literature circulating among Australian academics and practitioners. Some key changes relating to training reform are outlined and how these changes may work against important social issues such as equity, social justice and emancipation is discussed. Two examples of good practice are then outlined. Includes references.

Keywords: Training policy; Adult educator; Adult education; Social change; Social development; Recognition of prior learning; Article
ISSN: 1035-0462

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

285

TD/CAE 55.06
Rees, Pauline.

Use of assessment tasks in vocational education training.

IN: Australian journal of adult and community education Vol. 38,(2), July 1998, p. 98-105

This paper outlines an assessment task in vocational education used with effect in the clerical field by the author. The task involves learners preparing a report on setting up an office for small business. The paper provides background information on the task and its context, and then examines the effectiveness of it in terms of its use as an educational tool for adult and worker education. Includes references.

Keywords: Assessment; Task; Vocational education; Training; Adult education; Competency based training; Competency based assessment; Clerical work; Article
ISSN: 1035-0462

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

286

TD/CAE 55.07

Westrup, Jude.

Invisibility?: spiritual values and adult education.

IN: Australian journal of adult and community education Vol. 38,(2), July 1998, p. 106-109

In this article the author argues that the rich and varied research and theoretical literature on adult education largely ignores or neglects the relationship between spiritual values and adult education. Aspects of spirituality and the spiritual tradition that learners come from and its influence and their participation, interpretation, motivation and success as adult learners are discussed. Suggestions for further research are explored.

Keywords: Adult learning; Adult education; Value system; Religion; Article; Learning motivation
ISSN: 1035-0462

AVAILABLE FROM: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

287

TD/CAE 55.08

Pro-team Management Pty Ltd.

Community marketing edge: promoting your ACFE centre.

Victoria : Central Highlands, Wimmera and Loddon Campaspe Mallee Regions of Adult, Community and Further Education, 1998. various paging.

This publication is a marketing and promotion resource for community providers of adult, community and further education (ACFE). The Community Marketing Edge kit is designed as a self-help tool. Centres can use it to develop marketing plans and strategies, and as a guide when undertaking particular promotional activities such as working with the media or designing ads and brochures. A great deal of marketing and promotion expertise exists within the ACFE sector. This resource kit builds on that expertise and encourages providers to continue to work with each other and other agencies to explore their markets, promote their services, and build participation in adult community and further education.

Keywords: Adult education; Community education; Promotion; Marketing;

AVAILABLE FROM: ARIS, Language Australia, GPO Box 372F, Melbourne Vic 3001. Price: $25 plus postage and handling.
Other sources: Interlibrary Loans, Council of Adult Education Library, 4th Floor, 256 Flinders Street, Melbourne Vic 3000. Ph: +61 3 9652 0752; Fax: +61 3 9654 6759.

NEW ZEALAND

288

TD/NZ 55.01

New Zealand Qualifications Authority. (NZQA)

Flexible pathways.

[Wellington]: New Zealand Qualifications Authority, 1997. 59 p.

Since the National Qualifications Framework was first introduced, more than 200 standards-setting bodies, including 52 industry training organisations, have set about developing new national standards and qualifications for their particular areas of skill and knowledge. More than 9,000 unit standards are now available to educators and trainers to integrate into learning programmes, in secondary schools, in workplaces and in tertiary institutions. This publication showcases some of the innovative programmes that are emerging as a result of the changes.

The contents include: Anything is possible / Tauranga Work-Based Training; Looking at the big picture / Pacific Aerospace Corporation; Work it out, then cut it out / Construction Trade Training Unit, Rotorua; A vision for the future / Vocational Pathways at Mt Roskill Grammar; Restoring pride / The Hautus Pacific Peoples Learning Institute; Credibility with industry / Aoraki Polytechnic partnership with Maori and the Seafood Industry; Learning with community / Dunstan High School.

Keywords: New Zealand; Educational innovation; National; Standard; New Zealand Qualifications Framework; Learning process; Case study
ISBN: 0908927916

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

289

TD/NZ 55.02

Meiklejohn, Russell; Horsburgh, Margaret; Reid, Alison.

1998 employer survey: pilot study.

Auckland: The Research Office, Auckland Institute of Technology, 1998. i, 50, 4 p.

In 1998 Auckland Institute of Technology undertook to survey the employers of its graduates. The purpose of the survey was to determine how satisfied employers are with Auckland Institute of Technology graduates and how important a wide range of graduate attributes were to them. In recognition of the many methodological problems reported in the literature associated with employer surveys, and the obvious difficulties in identifying actual employers of Auckland Institute of Technology graduates, the study was a pilot.

Keywords: New Zealand; Auckland Institute of Technology; Graduate student; Relevance of education; Survey; Employer; Quality; Learning process; Attitude; Evaluation
ISBN: 0958366934

AVAILABLE FROM: ILL from Auckland Institute of Technology, Private Bag 92006, Auckland 1020, New Zealand.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

INTERNATIONAL

290

TD/INT 55.01

Die berufliche und technische bildung in China = [Vocational and technical education in China].

[China?]: Die Albeilung fur Auswartige Angelegenheiten der Staatlichen Ersiehungskommission der Volksrepublik China, 1994. 31 p.

The sections within this booklet are written in Chinese and German. They cover: The development and status quo of vocational and technical education in China; The management system of vocational and technical education in China; The vocational and technical education system in China; Training of staff for vocational and technical education in China; International exchanges and vocational education in China.

Keywords: China; Vocational education; Technical education; Educational system

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

291

TD/INT 56.02

Journal of vocational education and training, volume 49, number 4, 1997.

Oxfordshire: Triangle Journals, 1997. 1 v.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Brooker and Butler draw on the perspectives of both apprentices and their workplace trainers to focus on the extent to which apprentices and their workplace trainers perceived the workplace to be a learning context; Franklin outlines the development of competence-based education and training (CBET) and traces the influence of the 1981 New Training Initiative; Pithers and Lim aim to determine whether the needs of a group of NESB students were met by the training they received and whether their difficulties and major hindrances were primarily institutionally (related to the training process) or non-institutionally grounded; Graham concentrates on the 15 interviewed principals' perceptions of their changing relationship with official bodies; Chen notes that career counselling needs to be focused more on maintaining and fortifying clients' psychological strength in taking on real life challenges and uses a challenge-preparation approach in career counselling to discuss this issue; Matlay considers the contemporary developments in the field of vocational education and training as applied to the small business sector of the British economy; Jarratt, Murphy and Lowry identify and describe one particular training delivery model that exhibits relationship marketing constructs of trust and commitment, investment by relationship partners, knowledge exchange and the development of new processes for training delivery, all supporting relationship longevity; Abbott analyses and reports on the results of a pilot questionnaire survey of school and further education students which was intended to elicit their views on the various aspects of GNVQ provision and their reasons for choosing a particular course.

For individual entries see TD/INT 55.03 to TD/INT 55.10.

Keywords: UK; Vocational education; Training; Employment; Research
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk and Internet: http://www.triangle.co.uk/ (accessed October 1998).

Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

292

TD/INT 55.03

Brooker, Ross; Butler, Jim.

Learning context within the workplace: as perceived by apprentices and their workplace trainers.

IN: Journal of vocational education and training. Vol. 49,(4), 1997, p. 487-510

In the last decade in Australia there has been significant emphasis placed on vocational education and training. More recently within this context there has been renewed interest in apprenticeship training which has both formal learning (in a technical and further education college) and informal learning (in the workplace) components. This article, which draws on the perspectives of both apprentices and their workplace trainers from six industrial sites, is focused on the extent to which apprentices and their workplace trainers perceived the workplace to be a learning context. Both quantitative and qualitative data were collected and analysed. The findings of the study indicated that, in a context where production is valued over learning, a number of effective learning processes are underdeveloped and undervalued.

Keywords: Australia; Workplace education; Skill development; Learning process; Staff development
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk and Internet: http://www.triangle.co.uk/ (accessed October 1998).

Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

293

TD/INT 55.04
Franklin, Kenneth.

National Vocational Qualifications, Scottish Vocational Qualifications and competence-based education and training: from de Ville to Beaumont.

IN: Journal of vocational education and training. Vol. 49,(4), 1997, p. 511-530

This article outlines the development of competence-based education and training (CBET) and traces the influence of the 1981 New Training Initiative, including the transformation of its original ideas in the period leading to the publication of the 1986 Review of Vocational Qualifications undertaken by Oscar de Ville. It considers some of the recent critiques of CBET. The article argues that the critics have misinterpreted the original ideas, and questions the conspiracy theory of CBET as a vehicle designed to take over education and training.

Keywords: UK; Competency based training; Evaluation
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk and Internet: http://www.triangle.co.uk/ (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

294

TD/INT 55.05
Pithers, R. T.; Lim, Rosemary.

Non-English-speaking background in adult vocational education: breaking through the barriers.

IN: Journal of vocational education and training. Vol. 49,(4), 1997, p. 531-544

Hindrances or barriers to learning faced by non-English-speaking background (NESB) adult vocational students can lead to increased feelings of desperation, frustration, helplessness and inadequacy. In some cases these outcomes lead to course withdrawal and lowered chance of breaking through boundaries and achieving job attainment and satisfaction. This research aims to determine whether the needs of a group of NESB students were met by the training they received and whether their difficulties and major hindrances were primarily institutionally (related to the training process) or non-institutionally grounded. The results indicated that both institutional (for example, poor quality instructions) and non-institutional factors are implicated as hindrances to learning. Some suggested ways, within the training institution, of breaking through barriers are discussed.

Keywords: Australia; Non English speaking; Training needs; Teaching method; Outcome of education; Access to education; Participation; Disadvantaged
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk and Internet: http://www.triangle.co.uk/ (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

295

TD/INT 55.06
Graham, Ian.

Principals' responses to incorporation and the new funding regime.

IN: Journal of vocational education and training. Vol. 49,(4), 1997, p. 545-562

This article by a former senior manager from within the sector, concentrates on the 15 interviewed principals' perceptions of their changing relationship with official bodies, most immediately with the Local Education Authority (LEA) and the new Further Education Funding Council and also on a personal level with others affected by incorporation. Evidence is presented to suggest that, whereas most principals welcomed the apparent greater freedom of action which severance from the LEA provided, this was, nevertheless, accompanied by an increase in administrative complexity within a policy environment perceived to be ill thought out and uneven in its effect on the post-16 cohort of students.

With John Fletcher, Martin Jephcote, Gordon Mitchell and Jane Salisbury

Keywords: UK; Educational policy; Educational administration; Financial policy; Educational reform
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk and Internet: http://www.triangle.co.uk/ (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

296

TD/INT 55.07
Chen, Charles P.

Challenge-preparation: the 3E approach in career counselling.

IN: Journal of vocational education and training. Vol. 49,(4), 1997, p. 563-571

Facing a highly competitive labour market, more and more people are experiencing obstacles in their vocational enhancement. To help clients deal with such a worklife reality, career counselling needs to be focused more on maintaining and fortifying clients' psychological strength in taking on real life challenges. This discussion intends to propose a challenge-preparation approach in career counselling. The three main elements, namely, exploration, envisioning and enactment, are highlighted in illustrating the helping process.

Keywords: Canada; Vocational counselling; Vocational guidance; Career planning
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk and Internet:

http://www.triangle.co.uk/ (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

297

TD/INT 55.08

Matlay, Harry.

Paradox of training in the small business sector of the British economy.

IN: Journal of vocational education and training. Vol. 49,(4), 1997, p. 573-589

This article considers the contemporary developments in the field of vocational education and training as applied to the small business sector of the British economy. It begins with a historical overview of the still relatively unexplored issue of training in smaller enterprises and continues with an analysis of current pertinent issues such as the inception of Training and Enterprise Councils and Local Enterprise Councils, National Vocational Qualifications and Youth Credits. Skill needs and shortages specific to the small business sector are analysed from a number of different perspectives. Preliminary results and a discussion of owner/managers' attitudes to, and actual provision of, training are presented in the context of the traditional British training culture. The author concludes that although owner/manager attitudes to vocational education and training are largely positive, its actual provision fails significantly to keep pace with the perceived needs of small firms. It is argued that Britain lacks a coherent training policy and the resulting failure to fund and provide transferable skills training can only deepen the competitive disadvantage faced by small businesses, in both domestic and international markets.

Keywords: UK; Training needs; Skill development; Training policy; Small business; Workplace education; Employer; Attitude
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk and Internet: http://www.triangle.co.uk/ (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

298

TD/INT 55.09

Jarratt, Denise G.; Murphy, Tom; Lowry, Diannah.

Building customer relationships: a model for vocational education and training delivery.

IN: Journal of vocational education and training. Vol. 49,(4), 1997, p. 591-615

This article first describes theoretical aspects of relationship marketing which support the building of business relationships, then examines the various interactions between industry and VET providers in a non-metropolitan setting to determine whether these constructs are reflected through the interactions. Interviews with industry and training providers identified several different approaches to industry training that are currently adopted, and indicate varying levels of integration between and within industries and training providers. This research identifies and describes one particular training delivery model that exhibits relationship marketing constructs of trust and commitment, investment by relationship partners, knowledge exchange and the development of new processes for training delivery, all supporting relationship longevity.

Keywords: Australia; Vocational education; Training needs; Training policy; Training employment relationship
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk and Internet: http://www.triangle.co.uk/ (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

299

TD/INT 55.10

Abbott, Ian.

Why do we have to do key skills?: student views about General National Vocational Qualifications.

IN: Journal of vocational education and training. Vol. 49,(4), 1997, 617-630

Despite the growing amount of research interest in General National Vocational Qualifications (GNVQs), relatively little attention has been paid to the opinions of the students who have first-hand experience of the initiative. This article analyses and reports on the results of a pilot questionnaire survey of school and further education students which was intended to elicit their views on the various aspects of GNVQ provision and their reasons for choosing a particular course. The study found that there was generally a high level of satisfaction with GNVQs, from a student perspective, but there remain some areas of concern, especially relating to key skills. The article goes on to consider some of the strengths and weaknesses of GNVQ and the current challenges and opportunities facing post-16 education and training.

Keywords: UK; Postcompulsory education; General National Vocational Qualification; GNVQ; Evaluation; Participation; Student; Survey
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk and Internet: http://www.triangle.co.uk/ (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

300

TD/INT 55.11
Japan. Ministry of Labour. Policy Planning and Research Dept.
Monthly labour statistics and research bulletin, no. 592, vol. 50, no. 5, May 1998.
Japan: The Dept, 1998. 46 p.

This bulletin is written in Japanese. The tables are partly in English and partly in Japanese. Articles in this journal include: Towards a new co-operative approach of labour research between Japan and Europe; Current situations and problems of company houses; Survey on outsourcing and its effect and the effects on employment; Wage of outdoor employees in 1997; Summary of survey on collective bargainings and labour disputes in 1997.

Keywords: Periodical; Statistics; Japan; Labour; Research
ISSN: 0910-2558

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

301

TD/INT 55.12
Japan. Ministry of Labour. Policy Planning and Research Dept.
Monthly labour statistics and research bulletin, no. 593, vol. 50, no. 6, June 1998.
Japan: The Dept, 1998. 48 p.

This bulletin is written in Japanese. The tables are partly in English and partly in Japanese. Articles in this journal include: Expectation of workers having "passion"; Priority subjects of labour policy in fiscal year 1998; Labour economic forecast and enterprise's action: summary results of survey labour economic trends (May 1998); Actual state of wage structure: basic survey on wage structure 1997; Industrial accidents in 1997: survey on industrial accidents 1997; Survey on labour disputes statistics 1997.

Keywords: Periodical; Statistics; Japan; Labour; Research
ISSN: 0910-2558

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

302

TD/INT 55.13
Conti, Robert F.; Warner, Malcolm.
Technology, culture and craft: job tasks and quality realities.
IN: New technology, work and employment. Vol. 12,(2), September 1997, p. 123-135

This journal presents the latest research and comments on all aspects of IT in the workplace. It provides the essential background information required to support corporate strategy. Articles are published by experts on the consequences of, and reactions to, the introduction of new technology, monitoring and reporting on its effects on the process, organisation and control of work as well as its effects on jobs and society.

In this article, it is noted that labour process writers tend to view the use of non-discretionary job tasks in Japanese style manufacturing as a form of de-skilling. The authors argue that the limits of human accuracy and the statistical realities of sequential production make non-discretionary job tasks a necessary condition for high quality engineered products. Cultural and scale barriers to achieving this condition are identified and analysed.

Keywords: Basic skill; Productivity; Manufacturing; Industry; Job design; Work organisation
ISSN: 0268-1072

SUBSCRIPTIONS: Blackwell Publishers, 108 Cowley Road, Oxford OX4 1JF, United Kingdom. Ph: +44 1865 382362; Fax: +44 1865 381362; Email: rmanns@blackwellpublishers.co.uk and Internet: http://www.blackwellpublishers.co.uk (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

303

TD/INT 55.14
Senker, Peter.
Development and implementation of National Vocational Qualifications: an engineering case study.
IN: New technology, work and employment. Vol. 11,(2), September 1996, p. 83-95

This journal presents the latest research and comments on all aspects of IT in the workplace. It provides the essential background information required to support corporate strategy. Articles are published by experts on the consequences of, and reactions to, the introduction of new technology, monitoring and reporting on its effects on the process, organisation and control of work as well as its effects on jobs and society.

The advent of National Vocational Qualifications represents an important change in British Government policy from attempting to secure appropriate training inputs to a system driven by the aim of stimulating the attainment of learning outcomes assessed against national standards. This article presents a case study of the implications of this policy for intermediate skills in engineering, a major industry subject to rapid technological change.

Keywords: UK; National Vocational Qualifications; NVQ; Educational policy; Engineering industry; Case study
ISSN: 0268-1072

SUBSCRIPTIONS: Blackwell Publishers, 108 Cowley Road, Oxford OX4 1JF, United Kingdom. Ph: +44 1865 382362; Fax: +44 1865 381362; Email: rmanns@blackwellpublishers.co.uk and Internet: http://www.blackwellpublishers.co.uk (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

304

TD/INT 55.15

McCormick, Kevin ... [et. al].

Engineering careers and technology transfer: Japanese companies in the UK.

IN: New technology, work and employment. Vol. 11,(2), September 1996, p. 96-106

This journal presents the latest research and comments on all aspects of IT in the workplace. It provides the essential background information required to support corporate strategy. Articles are published by experts on the consequences of, and reactions to, the introduction of new technology, monitoring and reporting on its effects on the process, organisation and control of work as well as its effects on jobs and society.

This article examines two issues: first how Japanese companies recruit, train and utilise engineers in their UK plants; secondly, how technology transfer between British and Japanese engineers is affected by career structures. It draws on questionnaire responses from 88 companies and interviews at a small number of sites.

Keywords: UK; Japan; Engineering industry; Skill development; Transferable skill; Technology transfer
ISSN: 0268-1072

SUBSCRIPTIONS: Blackwell Publishers, 108 Cowley Road, Oxford OX4 1JF, United Kingdom. Ph: +44 1865 382362; Fax: +44 1865 381362; Email: rmanns@blackwellpublishers.co.uk and Internet: http://www.blackwellpublishers.co.uk (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

305

TD/INT 55.16

McCabe, Darren.

Best laid schemes o' TQM: strategy, politics and power.

IN: New technology, work and employment. Vol. 11,(1), March 1996, p. 28-38

This journal presents the latest research and comments on all aspects of IT in the workplace. It provides the essential background information required to support corporate strategy. Articles are published by experts on the consequences of, and reactions to, the introduction of new technology, monitoring and reporting on its effects on the process, organisation and control of work as well as its effects on jobs and society.

This article explores management's strategic decision making in relation to total quality management (TQM). It demonstrates that management's strategies are fraught with politics and power relations, which may influence the "choice" of strategy and the way in which such strategies are implemented. Thus strategic decision making may not be planned and rational and behaviour is often contradictory which undermines TQM or renders its outcomes uncertain and contestable.

Keywords: UK; Total quality management; Quality control; Quality; Strategic planning; Decision making
ISSN: 0268-1072

SUBSCRIPTIONS: Blackwell Publishers, 108 Cowley Road, Oxford OX4 1JF, United Kingdom. Ph: +44 1865 382362; Fax: +44 1865 381362; Email: rmanns@blackwellpublishers.co.uk and Internet: http://www.blackwellpublishers.co.uk (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

306

TD/INT 55.17

Fearfull, Anne.

Clerical workers, clerical skills: case studies from credit management.

IN: New technology, work and employment. Vol. 11,(1), March 1996, p. 55-65

This journal presents the latest research and comments on all aspects of IT in the workplace. It provides the essential background information required to support corporate strategy. Articles are published by experts on the consequences of, and reactions to, the introduction of new technology, monitoring and reporting on its effects on the process, organisation and control of work as well as its effects on jobs and society.

This article examines job knowledge and skill in clerical work drawing on five case studies from the area of credit management. The cognitive, social and "tacit" skills necessary for clerical effectiveness in this sector are identified and examined. Feminist approaches to skills analysis are used to examine how and why this type of work is under-valued.

Keywords: UK; Clerical worker; Office work; Skill; Competence; Evaluation; Skill analysis
ISSN: 0268-1072

SUBSCRIPTIONS: Blackwell Publishers, 108 Cowley Road, Oxford OX4 1JF, United Kingdom. Ph: +44 1865 382362; Fax: +44 1865 381362; Email: rmanns@blackwellpublishers.co.uk and Internet: http://www.blackwellpublishers.co.uk (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

307

TD/INT 55.18

McGovern, Patrick.

Multinational firms and qualification inflation in a hi-tech labour market.

IN: New technology, work and employment. Vol. 11,(1), March 1996, p. 66-76

This journal presents the latest research and comments on all aspects of IT in the workplace. It provides the essential background information required to support corporate strategy. Articles are published by experts on the consequences of, and reactions to, the introduction of new technology, monitoring and reporting on its effects on the process, organisation and control of work as well as its effects on jobs and society.

In this article, the author looks at the role which elite mult-inational corporation employers play in the process of qualification inflation within the

Irish Republic. While these employers do not contribute towards inflation across technical occupations the tendency to select the most qualified within individual occupations has led to the emergence of a "graduate barrier" between technicians and engineers/scientists.

Keywords: Ireland; Outcome of education; Occupational qualification; Skill certification; Employer; Attitude
ISSN: 0268-1072

SUBSCRIPTIONS: Blackwell Publishers, 108 Cowley Road, Oxford OX4 1JF, United Kingdom. Ph: +44 1865 382362; Fax: +44 1865 381362; Email: rmanns@blackwellpublishers.co.uk and Internet: http://www.blackwellpublishers.co.uk (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

308

TD/INT 55.19
Edvardsson, Ingi Runar.
Skill, gender and technical change in a Nordic environment: typesetting in Iceland and Sweden.
IN: New technology, work and employment. Vol. 9,(1), March 1994, p. 30-42

This journal presents the latest research and comments on all aspects of IT in the workplace. It provides the essential background information required to support corporate strategy. Articles are published by experts on the consequences of, and reactions to, the introduction of new technology, monitoring and reporting on its effects on the process, organisation and control of work as well as its effects on jobs and society.

In this article, drawing on empirical material from comparative research on jobbing printing in Iceland and Sweden, the author argues that the typesetting process has been subjected to deskilling, and he stresses that the development has been far more complex than often is realised. He concludes that gender, firm size, and production run and variety must be considered in order to explain the diversity in the typesetting process.

Keywords: Sweden; Iceland; Compositor-typesetter; Occupational skill standard; Printing industry; Skill; Skill analysis
ISSN: 0268-1072

SUBSCRIPTIONS: Blackwell Publishers, 108 Cowley Road, Oxford OX4 1JF, United Kingdom. Ph: +44 1865 382362; Fax: +44 1865 381362; Email: rmanns@blackwellpublishers.co.uk and Internet: http://www.blackwellpublishers.co.uk (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

309

TD/INT 55.20
Fincham, Robin.
Computing occupations: organizational power, work transition and collective mobility.
IN: New technology, work and employment. Vol. 9,(1), March 1994, p. 43-53

This journal presents the latest research and comments on all aspects of IT in the workplace. It provides the essential background information required to support corporate strategy. Articles are published by experts on the consequences of, and reactions to, the introduction of new technology, monitoring and reporting on its effects on the process, organisation and control of work as well as its effects on jobs and society.

This article focuses on the computing occupations in a state of transition between being a technical service and something more central to organizational power and decision-making. This process has had complex implications for the nature of computing work and for careers. There is no certainty that embryonic changes will carry through. But neither should the chances of these occupations of mounting a collective mobility project be written off too early.

Keywords: UK; Computer industry; Employment; Skill development; Organisational change
ISSN: 0268-1072

SUBSCRIPTIONS: Blackwell Publishers, 108 Cowley Road, Oxford OX4 1JF, United Kingdom. Ph: +44 1865 382362; Fax: +44 1865 381362; Email: rmanns@blackwellpublishers.co.uk and Internet: http://www.blackwellpublishers.co.uk (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

310

TD/INT 55.21
Gann, David; Senker, Peter.
Construction robotics: technological change and work organization.
IN: New technology, work and employment. Vol. 8,(1), March 1993, p. 3-9

This journal presents the latest research and comments on all aspects of IT in the workplace. It provides the essential background information required to support corporate strategy. Articles are published by experts on the consequences of, and reactions to, the introduction of new technology, monitoring and reporting on its effects on the process, organisation and control of work as well as its effects on jobs and society.

Gann and Senker note that attempts to develop robots for use on construction sites are following different paths in Britain and Japan. Japanese construction firms have invested heavily in modification of existing equipment to improve productivity and quality by making good use of machine operators' skills. In contrast, British researchers are attempting to make quantum leaps in construction technologies by developing automated machinery which requires minimal human intervention and operator skills. Here the authors assess the viability of these two contrasting approaches.

Keywords: Japan; UK; Construction industry; Choice of technology; Skill development; Automation; Evaluation
ISSN: 0268-1072

SUBSCRIPTIONS: Blackwell Publishers, 108 Cowley Road, Oxford OX4 1JF, United Kingdom. Ph: +44 1865 382362; Fax: +44 1865 381362; Email: rmanns@blackwellpublishers.co.uk and Internet: http://www.blackwellpublishers.co.uk (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

311

TD/INT 55.22
Nielsen, Kjeld.

CNC technology, job design and training: the scope for personnel strategies.

IN: New technology, work and employment. Vol. 7,(2), Autumn 1992, p. 116-124

This journal presents the latest research and comments on all aspects of IT in the workplace. It provides the essential background information required to support corporate strategy. Articles are published by experts on the consequences of, and reactions to, the introduction of new technology, monitoring and reporting on its effects on the process, organisation and control of work as well as its effects on jobs and society.

In this article, drawing on empirical material from a research project on new technology and skills, the author discusses the scope for personnel strategies within a context of varying social constraints. He concludes that within a given production and at a given level of technology, a variation of strategies for staff training may emerge. It is argued that the style of management plays a considerable role in determining job design and skill development.

Keywords: Denmark; Skill development; Staff development; Job design; Employer; Attitude; Human resource development
ISSN: 0268-1072

SUBSCRIPTIONS: Blackwell Publishers, 108 Cowley Road, Oxford OX4 1JF, United Kingdom. Ph: +44 1865 382362; Fax: +44 1865 381362; Email: rmanns@blackwellpublishers.co.uk and Internet: http://www.blackwellpublishers.co.uk (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

312

TD/INT 55.23
Foley, Paul; Watts, Doug; Wilson, Brenda.

Local perspectives on new process technology and employment.

IN: New technology, work and employment. Vol. 7,(2), Autumn 1992, p. 125-135

This journal presents the latest research and comments on all aspects of IT in the workplace. It provides the essential background information required to support corporate strategy. Articles are published by experts on the consequences of, and reactions to, the introduction of new technology, monitoring and reporting on its effects on the process, organisation and control of work as well as its effects on jobs and society.

This article examines the introduction of new process technology into a local labour market in the late 1980s and relates variations in adoption rates to establishment characteristics. The authors highlight the contrasts in the employment outcomes and training requirements in adopting and non-adopting establishments and find that adopters expect more changes in employment, more skills shortages and have a greater awareness of future training needs.

Keywords: UK; Technology; Employment; Training needs; Labour market; Employment pattern
ISSN: 0268-1072

SUBSCRIPTIONS: Blackwell Publishers, 108 Cowley Road, Oxford OX4 1JF, United Kingdom. Ph: +44 1865 382362; Fax: +44 1865 381362; Email: rmanns@blackwellpublishers.co.uk and Internet: http://www.blackwellpublishers.co.uk (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

313

TD/INT 55.24
Bengtsson, Lars.

Work organization and occupational development in CIM: the case of Swedish NC machine shops.

IN: New technology, work and employment. Vol. 7,(1), Spring 1992, p. 29-43

This journal presents the latest research and comments on all aspects of IT in the workplace. It provides the essential background information required to support corporate strategy. Articles are published by experts on the consequences of, and reactions to, the introduction of new technology, monitoring and reporting on its effects on the process, organisation and control of work as well as its effects on jobs and society.

This article reports the results of a large survey of Swedish manufacturing companies employing numerically-controlled technology, on work organization and the changing nature of operator skills. The results are assessed in the light of likely changes in organizational structures and skill composition in future forms of computer-integrated manufacturing.

Keywords: Sweden; Manufacturing; Work organisation; Technology; Organisational change; Computer integrated manufacturing; Skill development
ISSN: 0268-1072

SUBSCRIPTIONS: Blackwell Publishers, 108 Cowley Road, Oxford OX4 1JF, United Kingdom. Ph: +44 1865 382362; Fax: +44 1865 381362; Email: rmanns@blackwellpublishers.co.uk and Internet: http://www.blackwellpublishers.co.uk (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

314

TD/INT 55.25
Clark, Jon.

Skill changes in maintenance work in British Telecom: an alternative view.

IN: New technology, work and

employment. Vol. 6,(2), Autumn 1991, p. 138-143

This journal presents the latest research and comments on all aspects of IT in the workplace. It provides the essential background information required to support corporate strategy. Articles are published by experts on the consequences of, and reactions to, the introduction of new technology, monitoring and reporting on its effects on the process, organisation and control of work as well as its effects on jobs and society.

In this article, the author presents an alternative view of recent changes in skilled work in British Telecom to that provided by Penn (see TD/INT 55.27). Clark argues for a detailed analysis of changing work tasks, a clear definition of skill and a greater focus on the changing distribution of tasks and skills between different occupational groups.

Keywords: UK; Organisational change; Skill development; Skill analysis
ISSN: 0268-1072

SUBSCRIPTIONS: Blackwell Publishers, 108 Cowley Road, Oxford OX4 1JF, United Kingdom. Ph: +44 1865 382362; Fax: +44 1865 381362; Email: rmanns@blackwellpublishers.co.uk and Internet: http://www.blackwellpublishers.co.uk (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

315

TD/INT 55.26
Rolfe, Heather.

In the name of progress?: skill and attitudes towards technological change.

IN: New technology, work and employment. Vol. 5,(2), Autumn 1990, p. 107-121

This journal presents the latest research and comments on all aspects of IT in the workplace. It provides the essential background information required to support corporate strategy. Articles are published by experts on the consequences of, and reactions to, the introduction of new technology, monitoring and reporting on its effects on the process, organisation and control of work as well as its effects on jobs and society.

This article uses case study data to explore the relationship between skill and workers' attitudes to technological change. A detailed model of skill is constructed to examine whether and how jobs are deskilled. The influence of a range of skill-based and other factors on attitudes is then assessed.

Keywords: UK; Technology; Skill; Employees attitude; Organisational change
ISSN: 0268-1072

SUBSCRIPTIONS: Blackwell Publishers, 108 Cowley Road, Oxford OX4 1JF, United Kingdom. Ph: +44 1865 382362; Fax: +44 1865 381362; Email: rmanns@blackwellpublishers.co.uk and Internet: http://www.blackwellpublishers.co.uk (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

316

TD/INT 55.27
Penn, Roger.

Skilled maintenance work at British Telecom: findings from the Social Change and Economic Life Research Initiative.

IN: New technology, work and employment. Vol. 5,(2), Autumn 1990, p. 135-144

This journal presents the latest research and comments on all aspects of IT in the workplace. It provides the essential background information required to support corporate strategy. Articles are published by experts on the consequences of, and reactions to, the introduction of new technology, monitoring and reporting on its effects on the process, organisation and control of work as well as its effects on jobs and society.

In this article the author examines the relationship of technical change and job skills amongst maintenance workers in telecommunications in Britain. It demonstrates that there are significant variations within different areas of such maintenance work and strongly challenges the notion that such maintenance work is subject to a generic process of deskilling in the present era. Clark (see TD/INT 55.25) presents an alternative view of recent changes in skilled work in British Telecom.

Keywords: UK; Organisational change; Skill development; Skill analysis
ISSN: 0268-1072

SUBSCRIPTIONS: Blackwell Publishers, 108 Cowley Road, Oxford OX4 1JF, United Kingdom. Ph: +44 1865 382362; Fax: +44 1865 381362; Email: rmanns@blackwellpublishers.co.uk and Internet: http://www.blackwellpublishers.co.uk (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

317

TD/INT 55.28
Locksley, Gareth; Morgan, Kevin; Thomas, Graham.

Barriers to growth: skills and training in telematics.

IN: New technology, work and employment. Vol. 5,(1), Spring 1990, p. 5-17

This journal presents the latest research and comments on all aspects of IT in the workplace. It provides the essential background information required to support corporate strategy. Articles are published by experts on the consequences of, and reactions to, the introduction of new technology, monitoring and reporting on its effects on the process, organisation and control of work as well as its effects on jobs and society.

In this article, it is noted that great claims have been made about the growth prospects of the telematic sector, the primary source of communications networks and services. However, this article argues that the telematics sector faces some formidable barriers to growth, especially with respect to skills provision.

Keywords: UK; Europe; Telecommunication; Training needs; Skill development
ISSN: 0268-1072

SUBSCRIPTIONS: Blackwell Publishers, 108 Cowley Road, Oxford OX4 1JF, United Kingdom. Ph: +44 1865 382362; Fax: +44 1865 381362; Email: rmanns@blackwellpublishers.co.uk and Internet: http://www.blackwellpublishers.co.uk (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

318

TD/INT 55.29
Hendry, Chris.

New technology new careers: the impact of company employment policy.

IN: New technology, work and employment. Vol. 5,(1), Spring 1990, p. 31-43

This journal presents the latest research and comments on all aspects of IT in the workplace. It provides the essential background information required to support corporate strategy. Articles are published by experts on the consequences of, and reactions to, the introduction of new technology, monitoring and reporting on its effects on the process, organisation and control of work as well as its effects on jobs and society.

The position taken in this article is that both upskilling and deskilling theses are frequently at fault in treating the unit of analysis as the skill residing in a particular group of workers, when it is the intersecting roles and labour markets, established over a period by recruitment, training and job design policies which are analytically significant.

Keywords: UK; Skill development; Labour market; Training; Job design; Staff development; Recruitment
ISSN: 0268-1072

SUBSCRIPTIONS: Blackwell Publishers, 108 Cowley Road, Oxford OX4 1JF, United Kingdom. Ph: +44 1865 382362; Fax: +44 1865 381362; Email: rmanns@blackwellpublishers.co.uk and Internet: http://www.blackwellpublishers.co.uk (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

319

TD/INT 55.30
Hawke, Anne.

Gender differences in wage returns to computer skills in Australia.

IN: Prometheus. Vol. 16,(1), March 1998, p. 5-12

This interdisciplinary journal seeks to act as a bridge between disciplines, as well as between scholarly work and the policy process. The aim is to publish high quality peer reviewed research papers and contributions to national and international policy debate relating to issues in technological change, innovation, information economics and telecommunications and science policy.

This article examines how different types of computer skills influence the wages of men and women in Australia. Lower levels of computer skills reward females more highly than males. Higher levels of computer skills reward males at a greater rate than females. The major findings arising from this research relates to the observable wage differential between males and females. After accounting for other measurable factors such as education, tenure and language skills females are rewarded more highly for their computer skills than males. Indeed, if the return on computer skills were the same for females as males, the gender wage differential could be expected to increase by 13.4 percent. This finding suggests that computer literacy can be a more important factor in increasing the wages of females than completing high school.

Keywords: Australia; Computer industry; Skill; Wage differential; Sex discrimination; Training employment relationship
ISSN: 0810-9028

SUBSCRIPTIONS: Subscriptions Department, Carfax Publishing Ltd, PO Box 25, Abingdon, Oxfordshire OX14 3UE, United Kingdom. Ph: +44 (0) 1235 401000; Fax: +44 (0) 1235 401550; Email: sales@carfax.co.uk and Internet: http://www.carfax.co.uk/pro-ad.htm (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

320

TD/INT 55.31
Whyte, Sue; Probert, Belinda.

Young workers in high technology firms: opportunities and experiences.

IN: Prometheus. Vol. 9,(2), December 1991, p. 313-331

This interdisciplinary journal seeks to act as a bridge between disciplines, as well as between scholarly work and the policy process. The aim is to publish high quality peer reviewed research papers and contributions to national and international policy debate relating to issues in technological change, innovation, information economics and telecommunications and science policy.

This article focuses on Australian industries and Australian workers who are regularly exhorted to embrace new technologies, while successful high technology firms are held up for emulation. The purpose of this study was to develop an analysis of young workers' participation in technologically advanced industries. The research addressed the question of what, if anything, is special about employment in technologically advanced industries - and whether employment patterns, training provisions, skills and opportunities differed from other sectors of the labour market.

Keywords: Australia; Technology; Participation; Worker; Youth; Employment; Work environment
ISSN: 0810-9028

SUBSCRIPTIONS: Subscriptions Department, Carfax Publishing Ltd, PO Box 25, Abingdon, Oxfordshire OX14 3UE, United Kingdom. Ph: +44 (0) 1235 401000; Fax: +44 (0) 1235 401550; Email: sales@carfax.co.uk and Internet: http://www.carfax.co.uk/pro-ad.htm (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

321

TD/INT 55.32

Five year corporate plan drafted to guide CPSC.

IN: CPSC quarterly. Vol. 23,(5), December 1997, p. 3-5

This is the official newsletter of the Colombo Plan Staff College for Technician Education (CPSC). Its main objective is to provide a medium of exchange of ideas and information concerning technician education as well as CPSC activities in general.

This article lists the salient points of the corporate plan that has been developed to guide CPSC from 1998-2003. (For the full plan see TD/INT 53.52). The mission statement, strategic goals, strategies and objectives are listed.

Keywords: Philippines; Colombo Plan Staff College for Technician Education; CPSC; Corporate planning; Strategic planning; Vocational education; Technical education
ISSN: 0116-5372

SUBSCRIPTIONS: The Editor, CPSC Quarterly, Colombo Plan Staff College, PO Box 7500, Domestic Airport Post Office, Pasay City 1300, Philippines. Ph: +631 0991; Fax: +632 631 0996; Email: cpscdir@sun1.dost.gov.ph
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

322

TD/INT 55.33

Making of a corporate plan.

IN: CPSC quarterly. Vol. 23,(5), December 1997, p. 6-7

This is the official newsletter of the Colombo Plan Staff College for Technician Education (CPSC). Its main objective is to provide a medium of exchange of ideas and information concerning technician education as well as CPSC activities in general.

This article contains excerpts from the background materials used during the CorpPlanning exercise. The sections cover: a strategic change planning framework; formulating a vision; formulating a mission statement; setting strategic goals; and writing strategic objectives.

Keywords: Philippines; Colombo Plan Staff College for Technician Education; CPSC; Corporate planning; Strategic planning
ISSN: 0116-5372

SUBSCRIPTIONS: The Editor, CPSC Quarterly, Colombo Plan Staff College, PO Box 7500, Domestic Airport Post Office, Pasay City 1300, Philippines. Ph: +631 0991; Fax: +632 631 0996; Email: cpscdir@sun1.dost.gov.ph
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

323

TD/INT 55.34

Survey reveals benefits of CPSC programs.

IN: CPSC quarterly. Vol. 23,(5), December 1997, p. 8-9

This is the official newsletter of the Colombo Plan Staff College for Technician Education (CPSC). Its main objective is to provide a medium of exchange of ideas and information concerning technician education as well as CPSC activities in general.

This article highlights that CPSC programs have provided their participants with an opportunity to gain knowledge, friends and a broader perspective of technical education. This was revealed through a survey administered to participants and colleagues of CPSC which showed the impact of the programs it had conducted and organised. The findings were used as baseline data in formulating the CPSC Corporate Plan (see TD/INT 53.52).

Keywords: Philippines; Colombo Plan Staff College for Technician Education; CPSC; Corporate planning; Technical education; Training programme; Evaluation; Survey
ISSN: 0116-5372

SUBSCRIPTIONS: The Editor, CPSC Quarterly, Colombo Plan Staff College, PO Box 7500, Domestic Airport Post Office, Pasay City 1300, Philippines. Ph: +631 0991; Fax: +632 631 0996; Email: cpscdir@sun1.dost.gov.ph
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

324

TD/INT 55.35

Siazon, Domingo L.

Empowerment and human potential: building blocks of development.

IN: CPSC quarterly. Vol. 23,(1), January 1997, p. 6, 12

This is the official newsletter of the Colombo Plan Staff College for Technician Education (CPSC). Its main objective is to provide a medium of exchange of ideas and information concerning technician education as well as CPSC activities in general.

This article is a condensed form of Siazon's statement on the occasion of the 23rd anniversary celebration of the Colombo Plan Staff College, Manila, 8 January 1997. Siazon notes the contributions made by the College in the field of training and education. The orientation towards the enhancement of technical and vocational skills, and of related efforts in information, research and development, allow CPSC to address the most strategic element of the whole development process, namely, human resources. Education and training have a profound significance that goes beyond bolstering competitiveness. More importantly, they are a means to attain self-improvement and advancement - they are instruments of human empowerment.

Keywords: Philippines; Human resource development; Manpower; Vocational training; Technical training; Strategic planning
ISSN: 0116-5372

SUBSCRIPTIONS: The Editor, CPSC Quarterly, Colombo Plan Staff College, PO Box 7500, Domestic Airport Post Office, Pasay City 1300, Philippines. Ph: +631 0991; Fax: +632 631 0996; Email: cpscdir@sun1.dost.gov.ph
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

325

TD/INT 55.36

Cabanatan, Priscilla G.

Designing instructional materials for distance education.

IN: CPSC quarterly. Vol. 22,(3), September 1996, p. 11, 14-16

This is the official newsletter of the Colombo Plan Staff College for Technician Education (CPSC). Its main objective is to provide a medium of exchange of ideas and information concerning technician education as well as CPSC activities in general.

This paper was presented at the CPSC Regional Workshop on Continuing Education for Professional Development of TVET Teachers, held from 12-23 August 1996 in Manila, Philippines. Instructional materials are the very core of distance education (DE). This is because the learning context of DE is essentially self-instructional. There is no direct contact between teacher and learner, so that in a very real sense, the materials are what brings the remote teacher and learner together. To be effective therefore, the materials have to be well designed so that the intended teaching and learning outcomes can be achieved.

Keywords: Distance study; Flexible delivery; Teaching method; Instructional design; Teaching and training material; Self-instructional material; Manual; Writing
ISSN: 0116-5372

SUBSCRIPTIONS: The Editor, CPSC Quarterly, Colombo Plan Staff College, PO Box 7500, Domestic Airport Post Office, Pasay City 1300, Philippines. Ph: +631 0991; Fax: +632 631 0996; Email: cpscdir@sun1.dost.gov.ph
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

326

TD/INT 55.37

Maulik, T. N.

Accountability: from within or through coercion?

IN: CPSC quarterly. Vol. 22,(3), September 1996, p. 9, 12

This is the official newsletter of the Colombo Plan Staff College for Technician Education (CPSC). Its main objective is to provide a medium of exchange of ideas and information concerning technician education as well as CPSC activities in general.

This article is a summary of a theme paper presented by the author in a CPSC training program. There is no denial of the fact that the highly subsidized education systems presently need a strict sense of accountability. Due to liberalization and globalization, the present day industries are facing a stiff challenge, cutthroat competition and a demand for credibility and reliability of their products and services. There is now a craze for quality with a total approach. The advantages of ISO 9000 are listed.

Keywords: Accountability; Quality; Education; Training market; ISO 9000; Standard
ISSN: 0116-5372

SUBSCRIPTIONS: The Editor, CPSC Quarterly, Colombo Plan Staff College, PO Box 7500, Domestic Airport Post Office, Pasay City 1300, Philippines. Ph: +631 0991; Fax: +632 631 0996; Email: cpscdir@sun1.dost.gov.ph
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

327

TD/INT 55.38

Keulenaar, Theo de; Stanmeyre, S.

Arbeidsmarktinformatie in Indonesie: deel I: naar een open systeem van informatie & communicatie = [Labour market information within Indonesia: volume I: an open system for information and communication].

1993. Unpublished. 2 v.

The text of this document is only in Dutch. This report provides an overview of the creation and development of the Indonesian labour market. It identifies where problems exist and suggests an instrumental and technological approach as the solution.

The sections cover: Identification of the problem; An overview of labour market information in Indonesia: beginning, development, problems; Labour market information: a boiling sea; Integral labour market information; An open system for information and communication; Information and communication; Electronic selfservice on the labour market; Aim, conditions and starting points of an integrated information and communication system; Summary, conclusions and recommendations.

Both volumes are labelled volume I; One consists of the body of the report; The other contains the summary, conclusions and recommendations of the report

Keywords: Indonesia; Labour market; Evaluation

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

328

TD/INT 55.39

DACUM: developing a curriculum = Pengembangan kurikulum.

[199-?]. Unpublished. 6, 21, [4] leaves

The text of this document is written in Indonesian. This document provides an explanation of DACUM. It consists of an introduction, an outline of the workshop and a set of overheads. The information has been adapted from the DACUM handbook that was produced by the National Center for Research in Vocational Education. This version was arranged by Unit Pengembangan Kurikulum Pusat Pengembangan Pendidikan Politeknik (PEDC) for a workshop for staff.

Keywords: Indonesia; Curriculum development; DACUM; Teacher training

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

329

TD/INT 55.40

Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.

Chung-Li, Taiwan: [The Conference], 1998. iii, 199, ii, 100 p.

This conference was organised by the Ministry of Education and the Employment and Vocational Training Administration, Council of Labour Affairs, Executive Yuan. It was convened by the Yuan Ze University and one of the co-conveners was the Canberra Institute of Technology. The theme was the exchange and cooperation of VET between Australia and Taiwan.

The sessions included: VET curriculum design and standards setting; application of distance learning in VET; teachers and trainers for the 21st century in VET; effective cooperation between industries and VET organizations; overall reports by countries; developing new training for new industries; lifelong learning environment in VET; sharing experiences on student exchange and guidance needs; problems on mutual internationalized examination and recognition of license/ qualifications; cooperative school reports; and industry-academia collaboration reports. This is followed by a section containing papers written by the Asian authors that have been published in Chinese.

See TD/INT 55.41 to TD/INT 55.61 for entries describing the individual papers.

Keywords: Australia; Taiwan, China; Vocational education; Vocational training; Future; Conference

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

330

TD/INT 55.41

Paterson, Mark.

Competency based training and recognition in Australia.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.

Chung-Li, Taiwan: [The Conference], 1998. p. 1-9

The Australian training and recognition system is industry-led, competency-based and national in focus. The development of the current approach has been achieved through extensive consultation and policy consensus between major industry groups, governments and employee representatives. The primary aim of the vocational education and training system in Australia is credible and nationally portable recognition, including through qualifications, for all individuals. This focus is on assessment against industry-determined competencies rather than a particular training pathway or institution.

Keywords: Australia; Competency based training; CBT; Australian Qualifications Framework; Australian National Training Authority; ANTA; National programme; Evaluation; Vocational education; Vocational training; Recognition of prior learning; RPL

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

331

TD/INT 55.42

Gooley, Anne.

Integrated online learning services for vocational education and training.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.

Chung-Li, Taiwan: [The Conference], 1998. p. 11-19

The integration of learning technologies through the Internet and the World Wide Web (WWW) promises considerable benefits to the education and training sector. Through the use of new and emerging technologies associated with the Internet, the Queensland Open Learning Network (QOLN) has developed systems and services to deliver and support education and training programs which meet the changing needs of clients. This paper will overview and exemplify the development of online services offered by the Queensland Open Learning Network for the vocational education and training sector.

Keywords: Australia; Taiwan, China; Vocational education; Vocational training; Online learning; Online delivery; Internet; World Wide Web; Learning process; Teaching method

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

332

TD/INT 55.43

Chen, Lih-Shyang.

Distance learning program for vocational education and training.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.

Chung-Li, Taiwan: [The Conference], 1998. p. 20-28

The rapid developments made in today's information technology have revolutionized the traditional teaching environment. Distance learning was born from the fusion of information and communication network technology. It provides users with a greater number of and more convenient learning opportunities. Looking at the entire picture of education resources, the implementation of distance learning will expand the range of the manpower training required in vocational education. It can also help balance the educational resources of schools, as they shall be able to share resources.

The Ministry of Education has been planning a pioneer distance learning system since 1995. This program is part of the 17 priorities of the National Information Infrastructures. Vocational colleges may employ distance learning to provide for student education and on-the-job training. Moreover they can enter into international joint ventures with foreign schools in conducting their distance learning programs, for matters of research, exchanges, enhancement of professional skills and enhancement of competitive power.

Keywords: Australia; Taiwan, China; Vocational education; Vocational training; Distance study; Evaluation

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

333

TD/INT 55.44

Gonczi, Andrew.

Teachers and trainers in the 21st century in VET.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.
Chung-Li, Taiwan: [The Conference], 1998. p. 29-41

The main argument of the paper is that outcomes based education (or competency based education (CBE)) can provide a useful framework for the work of vocational teachers and trainers - but only if it is conceived of in a particular way. It also argues that recent thinking in learning theory stressing social, cultural and constructivist approaches, though at an early stage of development, reinforce this particular version of CBE.

Keywords: Australia; Taiwan, China; Vocational education; Vocational training; Teaching method; Learning process; Competency based training

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

334

TD/INT 55.45

Hong, Jon-Chao; Sheu, Shu-Wu; Wu, Ming-Ta.

Study on the competence of training instructors in vocational education, public vocational training institutions and private enterprises in the 21st century.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.
Chung-Li, Taiwan: [The Conference], 1998. p. 42-54

This study will first discuss the current teacher and instructor preparation and recruitment schemes, and then review both domestic and foreign literature. Following that, a competence list is drawn by analyzing empirical data. The list is verified through expert meeting, NGT and hermeneutic methods, and questionnaire surveys. The final list contains five major competence areas: work attitude, mental ability, job skills, people skills, and professional and technical ability. The study uses the principles of adaptive learning, direct and ascended learning transfer, along with statistical and quantitative gathering analysis methods to rate the competence areas into three levels in accordance with their importance and future needs: required competence, recommendable competence and selective competence. Henceforth, the findings of this study provide a basis for vocational instructor preparation and recruitment, training material compilation and future training courses planning for the authorities and training institutions.

Keywords: Taiwan, China; Vocational education; Vocational training; Teacher training; Training of trainers; Recruitment; Staff development; Material development; Training material

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

335

TD/INT 55.46

Martin, Paul.

Translating training: can group training make the trip to Taiwan?

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.
Chung-Li, Taiwan: [The Conference], 1998. p. 55-65

Group training has been a notable success as an alternative to the traditional apprenticeship training system in Australia. This has been demonstrated during a time of great economic and industrial change. Such success was seen as potentially being able to be replicated in Taiwan as an initiative to support desired outcomes and conditions developing in that economy. This study examines the value adding operational training and development practices of group training. These elements are aggregated into a model for application in Taiwan. The circumstances surrounding group training Australian success are related to the industrial and cultural framework in Taiwan which could impact upon such an innovation. Finally an approach which could facilitate a successful introduction of this model of training into Taiwan is suggested.

Keywords: Australia; Taiwan, China; Group training; Learning process; Staff development

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

336

TD/INT 55.47

Pike, Ron.

Competency in the workplace: real strategies for change and profit: a private industry perspective.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.
Chung-Li, Taiwan: [The Conference], 1998. p. 66-74

This study set out to identify international best practice methodologies to provide skills development, including continuous improvement, in the workplace for operators and first line supervisors. The authors compared the practical processes in Australia and Taiwan focusing on how to achieve high productivity whilst meeting the needs of a dynamic market. The study particularly focused on situations which require employees to continuously develop new skills, whilst effectively applying existing skills.

Keywords: Australia; Taiwan, China; Skill development; Best practice; Training policy; Competency; Staff development

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

337

TD/INT 55.48

Huang, Kuang-Chih; Tsay, Wu-Der; Liu, Hsiou-Hsian.

Study on the effective collaboration between the enterprises and the technological-vocational education and training institutions.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.

Chung-Li, Taiwan: [The Conference], 1998. p.75-84

In Taiwan personnel cultivated in technological-vocational education are the main work force for enterprises. Closer and more effective collaboration between technological-vocational institutions and enterprises will be beneficial to both enterprises and employees. In order to develop a comprehensive teaching/learning package for the Technological-Vocational Education and Training (TVET) institutions to meet the enterprises' work force requirements, an effective cooperative training program (CTP) model was submitted embracing four steps: interface, intersection, interaction and improvement.

The pilot project was verified at National Kaohsiung Institute of Technology (NKIT) by using the systematic approach. The practical study was validated at Kwang Yang Motor Company (KYMCO) by adopting the CTP model.

The principles of total quality management (TQM) and Spearman's rank correlation coefficient were used by the researchers to evaluate the results.

Keywords: Taiwan, China; Vocational education; Vocational training; Industry; Training provider; Training policy; Institutional cooperation; Training system

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

338

TD/INT 55.49

Chang, Chang-Tsair.

Overall reports by both countries.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.,

Chung-Li, Taiwan: [The Conference], 1998. p. 85-92

An overview of the bilateral exchange and cooperation program between Taiwan and Australia with a description of the four exchange proposals that have been drafted.

Keywords: Australia; Taiwan, China; Exchange programme; Study abroad; Distance study; Institutional cooperation

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

339

TD/INT 55.50

Jones, Jan.

Training needs of child care centres: case studies in Australia and Taiwan.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.

Chung-Li, Taiwan: [The Conference], 1998. p. 93-100

With the increase in numbers of parents of young children in the workforces of both Australia and Taiwan, the demand for quality childcare is rising. Expectations of parents surveyed in each country were very similar, with care and safety of their children rating as very important, and education gaining significance as the children approached school age. Dichotomy exists between care and education of children up to the age of six years in both countries, with particular division between kindergartens (staffed by university-trained teachers holding degrees) and child care centres or nursery schools, with staff trained for two years in vocational institutions. Acceptance of kindergarten and primary teachers as qualified staff in child care centres in Australia, has moved the sectors somewhat closer together, whereas kindergarten teacher qualifications are no longer considered suitable for work in child care centres in Taiwan. Adoption of National Competency Standards and a National Child Care Curriculum in Australia should result in greater consistency between states and territories and provide more clearly defined pathways between university-based and TAFE-based training of early childhood personnel. Shortage of qualified child care staff, and their retention in the industry, is a problem in Taiwan as well as in Australia. Co-operative development of training resources could benefit both countries and increase the breadth of experience of their workers.

Keywords: Australia; Taiwan, China; Child care worker; Training; Supply and demand; Labour market; Case study

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

340

TD/INT 55.51

Borton, Geoff.

Developing new training for new industries.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.

Chung-Li, Taiwan: [The Conference], 1998. p. 101-109

Australia has a unique position in the Asian marketplace. It is a developed country with a large number of leading edge technologies and world's best practices, especially within the Australian Environment Management Industry (EMI) sector. Strong inter-government and industry linkages within the EMI sector have helped to promote an extensive array of these products and services into a number of Asian countries, including Taiwan. Vocational Education and Training (VE&T) is one of these strong sectors and one with which bi-lateral collaboration can provide an extensive interchange of skills and the expertise. A new and emerging market is the technological and vocational training sector within the EMI. This paper will outline the present in-country market opportunities in this area and will demonstrate, by example, where and how both countries may be able to promote the development of new training for new industries with the showcasing of innovative and appropriate technologies with world's best practice.

Keywords: Australia; Taiwan, China; Vocational education; Vocational training; Best practice; Training system; Planning of training; Regional cooperation

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

341

TD/INT 55.52

Chang, Frank Tien-Jin.

Developing new education and training for new industries.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.
Chung-Li, Taiwan: [The Conference], 1998. p. 110-118

In the past few years, the Republic of China's government has been actively working at adjusting industrial infrastructure and raising technical competence so as to help the manufacturing industry make a breakthrough in a developmental bottleneck and increase competitiveness. The author believes that national productivity and competitiveness can be promoted through coordinating the capabilities of the government, manufacturing sector, educational and research institutions to draw up feasible plans and strategies which are to be carried out accordingly. Only through collaboration can the manufacturing industry become superior in the competition. In order to increase the whole nation's competitive capability, educational institutions must make an attempt to modify their programs in accordance with the particular characteristics of the new industry. The author also believes that educational institutions must regard it as a matter of urgency to devise new departments, strengthen in-service training, increase the faculty's competence, improve teaching and learning facilities and design flexible curricula for the purpose of meeting the needs of the new industry.

Keywords: Taiwan, China; Vocational education; Vocational training; Workplace education; Training system; Strategic planning; Competence; Industry; Government policy

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

342

TD/INT 55.53

Lin, Tsong-Ming.

Current state and future prospects for vocational training and employment services in Taiwan, the Republic of China.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.
Chung-Li, Taiwan: [The Conference], 1998. p. 120-129

In order to conduct overall planning and implementation of vocational training, skill testing and employment services throughout Taiwan, the Employment and Vocational Training Administration was established in 1981.

The responsibility of vocational training is to cultivate technical manpower in accordance with the manpower demands, so as to provide pre-employment training and to enhance employment.

The purposes of skill testing is to upgrade technical standards and to enhance Skill Testing and Certificate System.

The mission of employment services is to maintain the prosperity and development of the nation and to enhance employment.

In this paper the author studies the evolution of vocational training, the present situation and future prospect of public training, enterprise training, skill testing and skill certificate system, employment services as well as international cooperation on vocational training and technical exchange.

Keywords: Taiwan, China; Vocational training; Training system; Employment; Labour market; Skill development

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

343

TD/INT 55.54

Mezger, June.

Some experiences of Taiwanese and Australian students living and studying in each other's country.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.
Chung-Li, Taiwan: [The Conference], 1998. p. 131-145

This study explores the experiences via questionnaire and discussion of three small international student groups: a Taiwanese ELICOS group studying in TAFE Qld, a Taiwanese group studying mainstream or English courses in Tasmania and a group of recent and current Australian students in Taiwan.

International studies suggest that international students are likely to experience difficulties with adjustment to living and studying in their host country. In Australia, all government and private educational institutions have a responsibility to provide their international students with quality information services, support services and guidance as well as with quality educational programs to optimise student chances of success. It is recognised that this national policy prerequisite in Australia may not yet have become national government policy in other countries.

The findings indicate many similarities and some differences between the experiences of the Taiwanese and Australians and it highlights some problem areas. The study goes some way towards examining how well some Australian and Taiwanese educational institutions are fulfilling their responsibilities to students in their adjustment to a foreign country.

Although the survey numbers are too small for a statistically reliable analysis, nevertheless they provide qualitative and interesting information and anecdotal comment as a basis for further research. The problems identified may cause institutions to review some current policies and practices.

Keywords: Australia; Taiwan, China; Vocational education; Student; International education; Access to education; Equal opportunity; Disadvantaged; Student welfare service; Learning support

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

344

TD/INT 55.55

Rau, Dar-Chin; Chou, Chun-Mei.

Promoting the guidance and exchange of the students between Australia and the Republic of China.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.

Chung-Li, Taiwan: [The Conference], 1998. p. 146-150

This paper will discuss the effective enhancement of promoting the guidance and exchange of students between Australia and the Republic of China. The purposes of exchange for foreign students are to communicate and share diversities in culture, to promote a mutual program of learning, and to build common understanding and regulation within diverse exchange programs. Due to the increasing numbers of exchange students, which have caused several problems, improvements regarding the guidance of and exchange of foreign students are suggested in the following: (1) implementing a needs assessment for students going abroad; (2) establishing a new institution or enhancing a current institution for handling the task of guidance; and (3) establishing a mutual recognition system and a bench marking standard for the enrolment of foreign students.

Keywords: Australia; Taiwan, China; Student exchange; Exchange programme; Study abroad; Foreign student; Needs assessment; Learning support; Equivalence of certificates; Professional recognition; Recognition of prior learning; RPL

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

345

TD/INT 55.56

Sargent, Michael A.

Problems of mutual internalised examinations and recognition of licence qualifications.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.

Chung-Li, Taiwan: [The Conference], 1998. p.151-156

The globalisation of business means that the skills applied across industry and nations are similar. The mutual recognition of qualifications is therefore important for quality assurance and trade in goods and services. Consistency in the definition of skills (competency standards) and the assessment of skills standards are important factors in achieving this. The internalising of assessment and recognition of qualifications has provided impetus to structured licensing at the enterprise or regional level. However, national, social, industrial and workforce structures pose problems in achieving this consistency.

Keywords: Australia; Occupational qualification; Professional recognition; Equivalence of certificates; Transfer policy; Educational policy; Recognition of prior learning; Skill certification

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

346

TD/INT 55.57

Chou, Tan-Huei; Chang, Chi-Cheng.

Problems on mutual internationalized examination of license/qualifications.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.

Chung-Li, Taiwan; [The Conference], 1998. p. 157-162

The Republic of China and Australia have both adopted skills classification systems for their technical manpower. However, with respective environment and situation, their skills classification systems differ in implementation and features. This paper examines the two countries' skills classification systems, and concludes with the feasibility of mutual recognition of licenses for technicians while suggesting further research to identify similarities and differences between the two systems. Very specifically, through description, explanation, comparison and contrast, the comparable categories such as vocation categories, skills classification, examination regulations can be determined, whereas similarities and differences between the two countries' industrial and service sectors can be further explored. Subsequent visits and discussions between experts from both countries will help to identify the categories and class of vocation for mutual recognition. The results will serve as a reference for the authorities concerned in promoting international license.

Keywords: Australia; Taiwan, China; Occupational qualification; Professional recognition; Equivalence of certificates; Transfer policy; Educational policy; Recognition of prior learning; Skill certification

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

347

TD/INT 55.58

Jeffress, Stephen.

Corporative schools reports institutional linkages.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.

Chung-Li, Taiwan: [The Conference], 1998. p. 163-169

Box Hill Institute is a government owned vocational education institution located in Melbourne. Box Hill has carried out large and small training projects for industry and educational institutions in Indonesia, Malaysia, Fiji, Brunei, Hong Kong, Taiwan and Chile. In order to fully meet the needs of clients Box Hill Institute has established strategic alliances (linkages) with educational institutions and industry-based organisations in many countries.

The aim of this presentation is to outline the various styles of linkages that can be developed between educational institutions and with industry-based organisations and the advantages of linkages within Taiwan and Australia. A description of recent projects will be presented as examples that will demonstrate the advantages of establishing institutional linkages. It will also highlight the way that linkages can be used to further the aspirations of both parties. The paper will discuss issues such as VET business opportunities, practical cooperation, network building, friendship strengthening and establishment of collaborative projects.

Keywords: Australia; Training employment relationship; Industry; Cooperative education; Institutional cooperation

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

348

TD/INT 55.59

Liu, Shan-Da.

Current status and future perspectives of academic cooperation between the universities of Taiwan and Australia.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.

Chung-Li, Taiwan: [The Conference], 1998. p. 170-181

University-level higher education as well as vocational education and training are the solid ground of manpower cultivation for national projects and economic development. However, modern students have to cope with the mainstreams of globalization, internationalization and informization, recognition of inter-culture and multi-valued social system. This is the reason for the increasing international activities between academic institutions of Taiwan and foreign countries in the past decades. In 1997 a total of 20 universities or colleges, including 4 universities of science and technology, and 4 polytechnic institutions have signed agreements of academic exchanges or sistership with the Australian universities.

The objectives of this study were to understand the current situation, difficulties and future perspectives of exchange activities between the universities of Taiwan and Australia.

Results indicate that the types of exchange could be categorised in the following order: exchanges of student groups for language training programs; exchange of faculty members; attending bilateral conferences; establishment of sister universities and academic exchanges; and visiting scholars of joint research projects.

Difficulties of exchange activities have been identified as differences in education and administration systems, shortage of support funding, inefficiencies in communications and lack of incentives for faculty involvement.

On future perspectives for implementing substantial cooperation, this study suggests four possible approaches: through distance education via international information highways and teleconference systems; establishment of nonprofit and mutual beneficial foundations; co-sponsored research projects; and extensions of exchange experiences.

Keywords: Australia; Taiwan, China; Vocational education; Vocational training; Higher education; Exchange programme; Cooperative education; Institutional cooperation

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

349

TD/INT 55.60

Casey, Derrick.

Industry-education collaboration.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.

Chung-Li, Taiwan: [The Conference], 1998. p. 183-193

Recent research has revealed that the quality and level of provision of vocational and higher education is inextricably linked to the prosperity and future economic development of a country. Australia has for many years enjoyed a successful and progressive public vocational education system through TAFE (Technical and Further Education) as the major provider of vocational education and training (VET). However, the effort in VET is insufficient to meet the continuous changes in industry and the changing nature of occupations. Thus Australia is rapidly developing a collaborative relationship with industry to provide a more responsive and flexible VET system that meets the future demands of Australian industry in an ever increasing global marketplace.

Keywords: Australia; Vocational education; Vocational training; Training employment relationship; Training needs; Industry; Cooperative education; Institutional cooperation

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

350

TD/INT 55.61

Hsiao, Hsi-Chi.

Implementation of cooperative education in vocational high schools in Taiwan, R.O.C.

IN:Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998.

Chung-Li, Taiwan: [The Conference], 1998. p. 194-199

In order to develop vocational students' practical skills, cooperative education is always advocated by government, scholars and employers in Taiwan. The Ministry of Education therefore set up several regulations for schools and enterprises to follow. There are nine types of cooperative education in Taiwan. Alternation is the major type in vocational high schools. Cooperative education has a lot of contributions to make to schools, students and enterprises. However, several problems need to be worked out. Recommendations to gain better results from cooperative education are offered within this paper.

Keywords: Taiwan, China; Vocational education; Cooperative education; Training employment relationship; Skill development; Evaluation

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

351

TD/INT 55.62

Delors, Jacques. (Ed.)

Learning: the treasure within: report to UNESCO of the International Commission on Education for the Twenty-first Century.

France: UNESCO Publishing, 1996. 266 p.

Jacques Delors is the chairman of the International Commission on Education for the Twenty-first Century. This report to UNESCO is the result of a worldwide process of consultation and analysis over a period of three years.

Education has a fundamental role to play in personal and social development. It is one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war. The coming century, dominated by globalisation, will bring with it enduring tensions to overcome. Whatever the diversity of cultures and systems of social organisation, there is a universal challenge to reinventing the democratic ideal to create or maintain social cohesion.

In this context, learning throughout life will be one of the keys to meeting the challenges of the twenty-first century. The International Commission on Education for the Twenty-first Century proposes in this report that, building on the four pillars that are the foundations of education - learning to be, learning to know, learning to do and learning to live together - all societies aim to move towards a necessary Utopia in which none of the talents hidden like buried treasure in every person are left untapped.

A fresh approach is proposed to the stages and bridges of learning, whereby the paths through education systems become more varied and the value of each is enhanced. While universal basic education is an absolute priority, secondary education has a pivotal role to play in the individual learning paths of young people and in the development of societies. Higher education institutions should be diversified so as to take into account their functions and duties as centres of knowledge, as places of professional training, as the crossroads for learning throughout life and as partners in international cooperation.

The central role of teachers, and the need to improve their training, status and conditions of work are stressed. And, in a world increasingly dominated by technology, emphasis must be placed on ways both to use technology in the service of education and to prepare people to master it for living and working. Getting the reform strategies right, by a broad-based dialogue, and by increasing responsibility and involvement of stakeholders at every level, will be a crucial element of educational renewal.

The report closes with a plea for more resources to be devoted to education, nationally and internationally, and for invigorating international cooperation in education with UNESCO as a key player.

Keywords: Education; Educational reform; Learning process; Teaching method; Teacher training; Lifelong learning; Training policy; Technological change; Future; UNESCO; Delors report

ISBN: 9231032747

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

352

TD/INT 55.63

Great Britain. Dept for Education and Employment.

University for industry: engaging people in learning for life.

Suffolk: DfEE Publications, 1998. 40 p.

The University for Industry (UfI) is at the heart of the Government's vision for lifelong learning. It will be a public-private partnership to boost the competitiveness of business and enable individuals to improve their employability.

It will have two strategic objectives: to stimulate demand for lifelong learning amongst businesses and individuals; and to promote the availability of, and improve access to, relevant, high quality and innovative learning, in particular through the use of information and communications technologies.

The UfI will be an organisation for open and distance learning. It will have both private individuals and businesses as customers. Using modern technologies, it will broker high quality learning products and services and make them available at home, in the workplace and at learning centres countrywide. It will break down barriers to learning by making provision more flexible and accessible, by stimulating new markets to bring down costs, by offering clear, reliable information and advice and by providing opportunities for people to learn at their own pace and in convenient locations.

Keywords: UK; Higher education; Industry; University; Lifelong learning; Open learning; Distance study; Delivery system; Online learning; Online delivery; Teaching method; Adult education; Workplace education
ISBN: 0855227478

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.
Other sources: Further copies of this document and accompanying summary document can be obtained from: DfEE Publications, PO Box 5050, Sudbury, Suffolk CO10 6ZQ. Ph: +0845 60 222 60; Fax: +0845 60 333 60. Internet version available from: http://www.open.gov.uk/dfee/ufi/index.htm (accessed August 1998)

353

TD/INT 55.64
International Labour Office. Employment and Training Dept. Training Policies and Systems Branch.

Training policies and systems information kit.

Geneva: International Labour Office, 1998. 13 leaflets

This information kit is produced by the ILO Training Policies and Systems Branch (POLFORM). It contains a collection of fact-sheets on the Branch's programmes, activities and outputs, and is designed as a quick reference tool for interested readers, inside and outside of the ILO, on the services and products available from the Branch.

The kit contains the following fact-sheets: Introduction to POLFORM; International labour standards and human resources development; Training and employment policy; Legislation and training; Strategic partnerships and social dialogue in training; Training policy reform: the evidence; Training policy analysis: a methodology; Management of vocational education and training; Training delivery enhancement; Evaluation of training; The role of training policy in overcoming economic vulnerability and social exclusion; Skills training and employment promotion in conflict-affected countries; POLFORM publications list.

Keywords: Training policy; Training market; Employment; Vocational education; Vocational training; Delivery system; Training system

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

354

TD/INT 55.65
Levy, Margaret.

Work based learning: a good practice model.

Blagdon, Bristol: The Staff College, Coombe Lodge, c1991. 6 p.
(Work based learning, IB 2845)

The Work Based Learning Project (WBLP) has developed a good practice model of work based learning for companies, trainers and off-job providers. It offers an operational definition for work based learning together with strategies, tools and techniques for employers, their workers and trainers to use to help raise the quality of current work based learning practice. This publication gives a brief outline of the model.

Keywords: Learning; Workplace education; On-the-job training; Industrial training; Vocational education; UK
ISBN: 1856630080

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan (Quote 370.1130942 LEV/2).

355

TD/INT 55.66

Further education for the new millennium: response to the Kennedy report.

London: Department for Education and Employment, 1998. 20 p.
(The learning age)

This paper sets out the Government's response to the report, Learning works, produced by the Committee on Widening Participation in 1997. The report sets out a radical vision to engage and draw back into learning those who have traditionally not taken advantage of educational opportunities; in particular those with no or inadequate qualifications. For these people, continuing or returning to learning offers the prospect of breaking out of a cycle of economic and social exclusion. The Government has already begun work by providing additional funding specifically targeting the educationally disadvantaged population. This represents a beginning.

This paper provides information on: The framework for widening participation; Partnerships; Funding as a lever for change; New systems of financial support; Making widening participation happen; Stimulating demand for learning: a coherent system of information, advice and guidance.

Keywords: UK; Lifelong learning; Training policy; Learning; Participation; Access to education

Copies of this publication may be obtained from: Department of Education & Employment Publications Centre, PO Box 5050, Sudbury, Suffolk CO10 6ZQ. Ph: +0845 6022260; Fax: +0845 6033360. An Internet version can be accessed at: http://www.lifelonglearning.co.uk/kennedy/index.htm (accessed August 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

356

TD/INT 55.67
Haughton, Graham ... [et al.].

TECs and their non-employer stakeholders.

Moorfoot, Sheffield: Research Strategy Branch, Employment Department, 1995. 47 p.
(Research series, no. 46)

This study was commissioned to examine how Training Enterprise Councils (TECs) had developed methods of successful communication and cooperation with their non-employer stakeholders. Non-employer stakeholders are a wide and varied grouping, including local authorities, trade unions, representative bodies for local communities and businesses, voluntary organisations, and training and education providers.

The experience of TECs with their non-employer stakeholders is highly uneven, both geographically and across sectors. However, from this diversity of experience, it is possible to identify a number of common themes, and also to draw out examples of local good practice.

Keywords: UK; Training Enterprise Council; TEC; Governing board; Operational analysis; Institutional cooperation
ISBN: 086392445X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.
Other sources: Copies of this report are available from the Research Strategy Branch, Employment Department, Moorfoot, Sheffield S1 4PQ UK. Ph: +0742 593932.

357

TD/INT 55.68
Woods, John A.; Cortada, James W.

ASTD training & performance yearbook 1997.

New York: McGraw-Hill, 1997. 541 p.

This yearbook is a new resource designed to provide current information on the profession of training and performance development. It has two purposes: 1) to provide an annual documentation of the most useful ideas, techniques and case studies in the field of training and performance technology, and, 2) to serve as an annually updated and revised reference to publications, web sites, organizations and other relevant information.

This yearbook is divided into six parts.

Part One: Background for training and performance includes an original article on the history and future of performance technology by a leading researcher and practitioner in this field, Danny Langdon. Three articles that are considered classics for this field are also included. They explore the roots of the field and provide a foundation for the rest of the articles that follow.

Part Two: Training, performance and organizational strategy is designed to connect training and human performance issues with the successful implementation of organizational strategy. It is this context that provides the justification for investing in efforts to improve performance.

Part Three: Implementing training strategies is organized around the paradigm of analysis, design, implementation and evaluation. It includes a wide variety of articles that review techniques and case studies from many different fields.

Part Four: Electronic technology in training and performance improvement is a special section that is a kind of appendix to part three. It includes six articles on the current use of electronic technology in training and performance interventions.

Part Five: Performance improvement deals with a variety of issues that go beyond just training to look at what's involved in actually improving human performance on the job. There is an original article by Tim J. Esque along with seven other articles including pieces by Geary Rummler and Thomas Davenport.

Part Six: Resources for training and performance improvement includes five sections of relevant information. There is an annotated directory of magazines and journals that are either devoted to this field or regularly carry articles dealing with training and performance, a directory of ranked world wide web sites, a bibliography of current articles and books, an annotated directory of organizations, and a calendar of major meetings for 1997.

Keywords: USA; Training; Performance appraisal; Strategic planning; Organisational objective; Quality; Cost; Training needs; Training system; Delivery system; Flexible delivery; Online delivery; Evaluation; Case study; Human resource development
ISBN: 0070245355

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

358

TD/INT 55.69
Wolf, Alison ... [et al.].

GNVQ assessment review project: final report.

[Moorfoot, Sheffield]: Employment Dept, Learning Methods Branch, 1994. 50 p.
(Research and development series, no. 23)

This project was concerned with one very specific aspect of General National Vocational Qualificationss: the grading and assessment system currently in operation, with particular reference to the vocational unit. The main findings are discussed in terms of four key issues: the manageability of the system; standards; verification systems; student understanding. The general conclusion of the project is that the current grading system for GNVQs, and, a necessary consequence, the overall system of teacher-based assessment, need major reconceptualisation and reform and not simply fine-tuning.

Keywords: UK; General National Vocational Qualification; GNVQ; Assessment; Standard; Evaluation; Great Britain. Dept of Employment. Learning Methods Branch

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan (Quote 378.2 GNV).

359

TD/INT 55.70
Stoner, F.

GNVQs: managing implementation: emerging principles and practices in schools and colleges.

1994. Unpublished. [12] p.

This unpublished paper is an abridged version of a paper prepared for the IAEA Conference in October 1994. The paper deals with implementation issues, such as managing assessment, management issues, staff development and training issues, including delivery issues, and resource issues, within institutions.

Keywords: General National Vocational Qualification; GNVQ; Qualifications; Skill certification; Organisational change

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

360

TD/INT 55.71

Journal of vocational education and training, volume 50, number 2, 1998.

Oxfordshire: Triangle Journals, 1998. 1 v.

This fully refereed journal publishes scholarly articles that address the development of practice and theory in work-related education, wherever that education occurs.

Articles in this issue include: Fuller and Unwin explore the concept of apprenticeship as a model for learning at and about work in the late 20th century; Guile and Young draw upon recent developments in activity theory that have resulted in learning new interpretations of the "zone of proximal development" and the emergence of the idea of "learning as a form of social practice", and propose an entirely different perspective on learning; Hodkinson explores the paradoxical position of teacher/trainer professionalism in the current English vocational education and training context; Vickerstaff critically assesses the role of Training and Enterprise Councils (TECs) in the development and delivery of Modern Apprenticeships (MAs); Richardson reviews national policy in work-based learning for young people during the mid-1990s in the United Kingdom; Maguire considers the impact of the introduction of Modern Apprenticeships on employers' recruitment practices and training provision at intermediate skills level; Penn's main purpose is to situate the continuation of patterns of ethnic and gender exclusivity in British apprenticeships within a broad historical and comparative perspective; Huddleston explores the potential role of further education (FE) colleges in the delivery of Modern Apprenticeships: Ryan considers the merits of apprenticeship from two standpoints, according to whether it is viewed as vocational education or job training.

For individual entries see TD/INT 55.72 to TD/INT 55.80.

Keywords: UK; Vocational education; Training; Employment; Research
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk and Internet: http://www.triangle.co.uk/ (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

361

TD/INT 55.72

Fuller, Alison; Unwin, Lorna.

Reconceptualising apprenticeship: exploring the relationship between work and learning.

IN: Journal of vocational education and training. Vol. 50,(2), 1998, p. 153-171

This article explores the concept of apprenticeship as a model for learning at and about work in the late 20th century. The authors propose that social and activity theories of learning can usefully underpin a reconceptualisation of apprenticeship generally, and the recent British initiative the Modern Apprenticeship in particular. Central to this claim are two growing beliefs: first, that the distinction between formal and informal education is unhelpful because it implies the superiority of learning which takes place within educational institutions over, and distinct from, that which occurs in the workplace; second, that a reconceptualised apprenticeship needs to reconcile the previously polarised positions of learner-centred and transmission approaches to pedagogy. The article concludes by outlining a number of features which a contemporary apprenticeship should include and by indicating the extent to which they are featured in the Modern Apprenticeship.

Keywords: UK; Apprenticeship; Model; Learning process; Teaching method; Workplace learning; Modern Apprenticeships
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk and Internet: http://www.triangle.co.uk/ (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

362

TD/INT 55.73

Guile, David; Young, Michael.

Apprenticeship as a conceptual basis for a social theory of learning.

IN: Journal of vocational education and training. Vol. 50,(2), 1998, p. 173-192

Many approaches to learning rely on behaviourist and individualist assumptions, are dependant on transmission pedagogies or are associated with cognitive science accounts of expertise. Drawing upon recent developments in activity theory that have resulted in learning new interpretations of the "zone of proximal development" and the emergence of the idea of "learning as a form of social practice", this paper proposes an entirely different perspective on learning. It argues that the idea of apprenticeship can be reconceptualised to provide the basis for a more inclusive social theory of learning. It explores how far new pedagogic criteria will have to be developed that might constitute the basis for such a theory of "reflexive learning" and identifies the possible implications of this approach to learning for a number of current concerns in vocational education and training, for example, lifelong learning, collaborative/transformative learning and knowledge production.

Keywords: UK; Apprenticeship; Learning process; Skill development; Training programme
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk and Internet: http://www.triangle.co.uk/ (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

363

TD/INT 55.74
Hodkinson, Phil.
Technicism, teachers and teaching quality in vocational education and training.
IN: Journal of vocational education and training. Vol. 50,(2), 1998, p. 193-207

This paper explores the paradoxical position of teacher/trainer professionalism in the current English vocational education and training context. It juxtaposes two dimensions in the current discourse. The first is the rhetoric of post-Fordism. People are the most important resource in any organisation, and it is only through their development that learning organisations can survive as part of a learning society. Teacher/trainer professionalism would seem to sit very well within this rhetoric, which advocates empowering core workers and giving them responsibility for their own development. Yet current government policies for the management of vocational education and training are dominated by technical rationalism, which treats teachers/trainers as technicians to be controlled. This technicism is reinforced by competition and funding mechanisms where inputs and outputs are counted and rewarded (or penalised). Currently, vocational education and training in Britain resembles neo-Fordism, a potentially malign combination of the two, where technicism dominates, but is legitimated by a rhetoric of post-Fordism. To improve training quality, we need to break out of the neo-Fordist discourse. In so doing, teacher/trainer professionalism appears as a central concern.

Keywords: UK; Outcome of education; Training of trainers; Teacher training; Quality; Professional knowledge; Programme evaluation; Government policy
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk and Internet: http://www.triangle.co.uk/ (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

364

TD/INT 55.75
Vickerstaff, Sarah A.
Delivery of Modern Apprenticeships: are Training and Enterprise Councils the right mechanism?
IN: Journal of vocational education and training. Vol. 50,(2), 1998, p. 209-224

This article critically assesses the role of Training and Enterprise Councils (TECs) in the development and delivery of Modern Apprenticeships (MAs). It begins by reviewing the genesis of TECs as a new form of policy delivery mechanism designed to re-create a market-led training system. It explains their role in the new policy of MAs. The discussion then focuses on two interrelated questions: can locally based employer-led agencies provide a strategic focus for identifying the economy's intermediate skills requirements and are TECs the best basis for forging a consensus on the need for MAs? The particular position of small businesses in relation to MAs is also considered. The article concludes that there needs to be greater role for sector organisations and a new basis for dialogue about what the aims of training policy should be.

Keywords: UK; Educational policy; Modern Apprenticeships; Training Enterprise Council; TEC; Evaluation; Training policy
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk and Internet: http://www.triangle.co.uk/ (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

365

TD/INT 55.76
Richardson, William.
Work-based learning for young people: national policy 1994-1997.
IN: Journal of vocational education and training. Vol. 50,(2), 1998, p. 225-246

This article reviews national policy in work-based learning for young people during the mid-1990s in the United Kingdom. It is divided into three main sections. A brief contextual section covers the period of implementation of a national framework of post-compulsory qualifications prior to 1994 and the mounting pressures to which it was subjected. The second section examines a phase during which the framework and the place of NVQs within it was reviewed by official enquiries led by Sir Ron Dearing and Gordon Beaumont (1995-1996). The third section deals with policy in the context of the long run-up to the General Election of May 1997.

Keywords: UK; Workplace education; Learning process; Educational policy; Postcompulsory education; National programme; National Vocational Qualifications; NVQ
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk and Internet: http://www.triangle.co.uk/ (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse,

National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

366

TD/INT 55.77

Maguire, Malcolm.

Modern Apprenticeships and employers.

IN: Journal of vocational education and training. Vol. 50,(2), 1998, p. 247-257

This article considers the impact of the introduction of Modern Apprenticeships on employers' recruitment practices and training provision at intermediate skills level. The main source of data is the findings of a study conducted during the early stages of the implementation of the initiative. Whilst the findings indicate employer enthusiasm for the new initiative, the article also highlights the tensions surrounding the establishment of training programmes for young people in the United Kingdom in the late 1990s.

Keywords: UK; Modern Apprenticeships; Evaluation; Employer; Recruitment; Training policy
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk and Internet: http://www.triangle.co.uk/ (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

367

TD/INT 55.78

Penn, Roger.

Social exclusion and Modern Apprenticeships: a comparison of Britain and the USA.

IN: Journal of vocational education and training. Vol. 50,(2), 1998, p. 259-275

The main purpose of this article is to situate the continuation of patterns of ethnic and gender exclusivity in British apprenticeships within a broad historical and comparative perspective. It will be shown that these structures are breaking down to a considerable degree in the United States, more for women than for ethnic minorities, and that the catalysts and institutional changes that have helped precipitate these developments in the United States hold important lessons for contemporary Britain.

Keywords: UK; USA; Modern Apprenticeships; Educational policy; Sex discrimination; Ethnic group; Equal opportunity
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk and Internet: http://www.triangle.co.uk/ (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

368

TD/INT 55.79

Huddleston, Prue.

Modern Apprenticeships in college: something old, something new.

IN: Journal of vocational education and training. Vol. 50,(2), 1998, p. 277-288

This article explores the potential role of further education (FE) colleges in the delivery of Modern Apprenticeships. It reflects upon FE's role in traditional apprenticeships and examines, through a case study on Modern Apprenticeships in a large manufacturing company in partnership with two FE colleges, the extent to which that role has been redefined. The case study draws upon the responses of apprentices, workplace supervisors, company young people development personnel and college staff. It identifies differences from and similarities to traditional apprenticeships and suggests ways in which Modern Apprenticeships can help forge closer relationships between college and workplace. It further suggests that FE is well placed to make a contribution to the successful delivery of Modern Apprenticeships but that, at the moment, insufficient evidence is available on the extent of the sector's involvement nationally.

Keywords: UK; Modern Apprenticeships; Educational policy; Delivery system; Further education; Flexible delivery; Case study; Institutional cooperation; Workplace education
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk and Internet: http://www.triangle.co.uk/ (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

369

TD/INT 55.80

Ryan, Paul.

Is apprenticeship better?: a review of the economic evidence.

IN: Journal of vocational education and training. Vol. 50,(2), 1998, p. 289-325

The merits of apprenticeship can be considered from two standpoints, according to whether it is viewed as vocational education or job training. In the first case, the relevant comparison is to full-time vocational schooling; in the second, to the youth labour market, including employment, unemployment and labour market programmes. Economic evidence on both comparisons is reviewed, based primarily upon subsequent labour market outcomes for participants along the two routes. The statistical and economic obstacles to reaching conclusions based upon such evidence is discussed. International comparisons and studies of aggregate productivity are then considered as additional sources of information. The evidence suggests that in contemporary advanced economies apprenticeship is associated unevenly with economic advantages, primarily as a source of more stable employment for young male adults, and more in relation to regular youth employment and training than to vocational education. The value of apprenticeship for females is low in some countries. Differences relative to full-time vocational education appear to be country-specific and generally only secondary in magnitude.

Keywords: UK; Educational policy; Government policy; Apprenticeship; Youth; Outcome of education; Vocational education; Labour market; On-the-job training; Economic factor; Evaluation
ISSN: 1363-6820

SUBSCRIPTIONS: Triangle Journals Ltd (Roger Osborn-King), PO Box 65, Wallingford, Oxfordshire OX10 0YG, United Kingdom. Voice: +44 (0)1491 838 013; Fax: +44 (0)1491 834 968; Email: journals@triangle.co.uk and Internet: http://www.triangle.co.uk/ (accessed October 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

370

TD/INT 55.81
European Commission. Directorate-General XXII. Education, Training and Youth.

Le magazine for education, training and youth in Europe, issue 9, 1998.

Luxembourg: Office for Official Publications of the European Communities, 1998. 1 v.

This magazine aims to provide a coherent and succinct view of the European dimension in the areas of education, training and youth at a time of transition. It reports on the European Union (EU) programmes in these fields and gives background information. It is available in German, English and French. Articles in this issue include: Paving the way for new programmes; European learning zone: wider still and wider; Round-up of education reforms in Europe; Vocational training reforms.

Keywords: Europe; Vocational education; Training; Youth
ISSN: 1023-3725

AVAILABLE FROM: free of charge, in three language versions (English, French and German), upon request from European Commission, DG XII, Rue d'Arlon 15, B-1040 Brussels. Ph: +32 2 299 1111; Fax: +32 2 230 6562.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

371

TD/INT 55.82
Indira Gandhi National Open University.

Indian journal of open learning, volume 7, number 1, January 1998.

New Delhi: Indira Gandhi National Open University, 1998. 154 p.

The Indian journal of open learning has two objectives. They are: 1) to disseminate information about the theory, practice and research in the field of open and distance education, including multimedia education, educational technology and communication, independent and experiential learning and other innovative forms of education; and 2) to provide a forum for debate across the world on these areas of concern with particular reference to India and other developing nations.

This special issue focuses specifically on networked and collaborative learning issues. Article titles with their authors are: Role of open and distance education in integrating education with development: emerging model of networked collaborative learning and networking / Ram Takwale; Application of interactive technologies in open & distance learning: an overview / Abdul W. Khan and Patricia McWilliams; Tools for computer-mediated collaboration on the Internet and the frames of reference structuring our understanding of their use and effectiveness / Alistair Inglis; Computer conferencing and higher-order learning / K. R. Fabro and D. R. Garrison; Flexible delivery: the globalisation of lifelong learning / James C. Taylor; Building evaluation of collaborative learning into a WWW based course: pedagogical and technical experiences / Betty Collis; Telematic systems and their strategic role in distance teaching / Julian Pavon and Antonio Hidalgo; Adopting new learning technologies in distance education / J. S. Mirza; Studies of system of distance learning by the use of interactive video via ISDN / Shigeru Wakamatsu; Designing collaborative learning environment mediated by computer conferencing: issues and challenges in the Asian socio-cultural context / Charlotte N. Gundawardena; Multimedia communications: enabler or disabler? / Andy Sloane; Near and distant future of educational culture: new kinds of books, porous knowledge domains and new uses of language / Anita Pincas.

Special issue: Networked and collaborative learning

Keywords: India; Learning; Technology; Distance study; Open learning; Access to education; Teaching method; Internet; World Wide Web; Educational technology; Delivery system
ISSN: 0971-2690

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

372

TD/INT 55.83
Bazalgette, John; Armstrong, David; Hutton, Jean; Quine, Colin.

Early use of local initiative funds by TECs: evoking local prosperity.

Sheffield: Employment Dept, c1994. 39 p.
(ED research series, no. 24)

This is a study of the use of the Local Initiative Fund by eight Training Enterprise Councils (TEC). It identifies how they have used their resources in relation to how they have interpreted the culture of their area and what was happening in it.

Keywords: Training Enterprise Council; TEC; UK; Fund; Local Initiative Fund; LIF

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan (Quote 331.25920941 EAR).

373

TD/INT 55.84
Rix, Andrew; Parkinson, Robert; Gaunt, Richard.

Investors in people: a qualitative study of employers.

Sheffield: Employment Dept, 1994. 27 p.
(ED research series, no. 21)

This small-scale qualitative study is the first stage of an evaluation of the effects on employers of the Investors in People Initiative. The study considered: the effects upon employers and employees so far; the information which may help in the further development of Investors in People; the appropriate basis for further evaluation. The authors are from CRG People at Work.

Keywords: Staff development; Skill development; On-the-job training; In plant training; Standard; UK; Great Britain. Dept of Employment; CRG People at Work

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan (Quote 658.3124 RIX).

374

TD/INT 55.85
Colombo Plan Staff College for Technician Education. (CPSC)

Catalogue of programmes 1998-1999.

Manila: Colombo Plan Staff College for Technician Education, 1998. 27 p.

This catalogue presents programmes lined up for 1998-1999. The programmes listed herein have been identified as priority training needs through a survey conducted in 18 member countries as well as through consultative meetings with experts and senior level technical and vocational education and training (TVET) officials from member and non-member countries.

Keywords: Philippines; Colombo Plan Staff College for Technician Education; CPSC; Strategic planning; Asia; Pacific region; Training programme

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

375

TD/INT 55.86
Bailey, Thomas R.

Learning to work: employer involvement in school-to-work transition programs.

Washington, D.C.: The Brookings Institution, 1995. ix, 105 p.

This book brings together employers, educators and policy-makers to discuss ways to increase the quality and quantity of work-based education. The contributors address the feasibility of work-based education as an extensive reform of US education, whether the strategy can work for large numbers of students, what political and financial costs are associated with it, how schools might need to change to be able to implement it successfully, what state and federal policies could help promote it, and if it proves difficult to implement, what alternative strategies might achieve similar results.

The article titles and contributors are: Introduction / Thomas Bailey; Incentives for employer participation in school-to-work programs / Thomas Bailey; Employer participation in school-to-work programs: the changing situation in Europe / Margaret Vickers; Employer options for participation in school-to-work programs / David Stern; Work-based education and school reform / Robert Poczik; Involving employers in school-to-work programs / Paul Osterman; Summary, discussion and recommendations / Thomas Bailey.

Keywords: USA; Transition from school to work; Participation; Vocational preparation; Training employment relationship

ISBN: 0815707738

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

376

TD/INT 55.87
Great Britain. Dept for Education and Employment.

Participation in education and training by 16-18 year olds in England, 1987 to 1997.

[1998?]. Unpublished. 7, [13] p.

This press notice provides estimates of the numbers of 16, 17 and 18 year olds in education and training in the current academic year in England. It shows how the proportion of the age group participating in education and training has changed over the past decade.

Keywords: UK; Participation; Education; Training; Statistics

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

377

TD/INT 55.88

Labour market review south west, autumn 1997.

Bristol: Employment Service, 1997. 27 p.

This issue contains a series of short 2 page articles that give an outline of the New Deal scheme from a variety of perspectives. These cover the Minister of Employment's outline of the scheme's benefits, the benefits for businesses, the trade unions' response, an overview of unemployed people in the south west who are potential clients, an outline of how the New Deal will work and Cornwall's experience as one of the pathfinder areas that allowed for an examination of the practicalities of implementing the New Deal.

The article titles and authors are: Britain's new deal: delivery through partnership / Andrew Smith; Good deal for employers to do / Sue Boyd; South West TUC response to New Deal / Nigel Costley; Characteristics of New Deal clients in the south west / Zena Balcombe; New Deal for the South West / Stuart Foss; New Deal for Cornwall / Carolyn Webster.

Keywords: UK; New Deal; Access to education; Training programme; Training employment relationship

SUBSCRIPTIONS: Zena Balcombe, Employment Service, South West Region, Performance and Labour Market Analysis Team, 6th Floor, The Pithay, Bristol BS1 2NQ. Ph: +117 9456687; Fax: +117 9456960.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

378

TD/INT 55.89

Labour market review south west, summer 1995.

Bristol: Employment Service, 1995. 28 p.

This issue contains a series of short 2 page articles that focus on unemployment issues. One of the articles looks at how academic research has led to professional recognition for small business managers. If small businesses are to improve their survival and profitability through training, the training providers and sponsors must address the practical obstacles. At its simplest, training providers must demonstrate the connection between the acquisition of knowledge, managerial effectiveness and profitability.

The article title and author are: Capabilities through force: turning academic research into action / Lynne Cunningham.

Keywords: UK; Professional recognition; Small business; Training; Training needs

SUBSCRIPTIONS: Zena Balcombe, Employment Service, South West Region, Performance and Labour Market Analysis Team, 6th Floor, The Pithay, Bristol BS1 2NQ. Ph: +117 9456687; Fax: +117 9456960.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

379

TD/INT 55.90

Labour market review south west, winter 1994/95.

Bristol: Employment Service, 1995. 24 p.

This issue contains a series of short 2 page articles that focus on Europe. One provides an insight to the structure, objectives and operation of the European Social Fund, which is an employment, training and retraining fund and an other offers a discussion of the need for a training framework that allows skills to be recognised internationally.

The titles and author are: What is the European Social Fund; Training for Europe / Richard Dimbleby.

Keywords: UK; European Social Fund; Training programme; Europe; National programme; Recognition of prior learning; Skill certification; Equivalence of certificates

SUBSCRIPTIONS: Zena Balcombe, Employment Service, South West Region, Performance and Labour Market Analysis Team, 6th Floor, The Pithay, Bristol BS1 2NQ. Ph: +117 9456687; Fax: +117 9456960.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

380

TD/INT 55.91

Labour market review south west, spring/summer 1994.

Bristol: Employment Service, 1994. 23 p.

This issue contains a series of short 2 page articles that broadly focus on training. A variety of viewpoints are offered. These cover: a look behind the letters to explore the practical implications of the new qualifications system (NVQs); the difficulties faced by offenders and ex-offenders in seeking employment, particularly through education and training routes; the value or otherwise of responding to market forces and applying the debate to further education colleges or other providers of vocational training; an explanation of how Avon Training Enterprise Council (TEC) is improving the performance of its training programmes by focusing on the needs of the local labour market and the career preferences of trainees; and an outline of the refinements and additions to the training activities of TECs in the four years since their establishment.

The article titles and authors are: Unravelling the alphabetti spaghetti / Richard Dimbleby and Peter Davies; Offenders into employment / Elaine Paget; Demand led or leading demand / Graham Morris; Developing training provision to meet customer and labour market requirements / Annie Carol-Gallagher; TECs and training / Maureen Kelsey.

Keywords: UK; Training; NVQ; National Vocational Qualification; Prisoner; Training programme; Training employment relationship; Training market; Training policy; Training needs; Training Enterprise Council; TEC

SUBSCRIPTIONS: Zena Balcombe, Employment Service, South West Region, Performance and Labour Market Analysis Team, 6th Floor, The Pithay, Bristol BS1 2NQ. Ph: +117 9456687; Fax: +117 9456960.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

381

TD/INT 55.92

Labour market review south west, winter 1993/94.

Bristol: Employment Service, 1994. 24 p.

This issue contains a series of short 2 page articles that broadly focus on flexibility within the working environment. These include: a brief review that seeks to identify some of the associated conceptual difficulties and their relationship to the concept of flexibility; and a summary of employers' attitudes and policies towards the employment of older workers.

The article titles and authors are: Flexibility debate: regional employers: some preliminary findings / Peter Nicholls; Too old at 25? / Employment Service.

Keywords: UK; Employment; Training employment relationship; Labour market; Older people; Employment policy

SUBSCRIPTIONS: Zena Balcombe, Employment Service, South West Region, Performance and Labour Market Analysis Team, 6th Floor, The Pithay, Bristol BS1 2NQ. Ph: +117 9456687; Fax: +117 9456960.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

382

TD/INT 55.93

Labour market review south west, spring 1993.

Bristol: Employment Service, 1993. 23 p.

This issue contains a series of short 2 page articles that focus on health and training issues. These include: a look at the flexible approach towards training in the health care sector; a description of the Training for Work programme.

The article titles and authors are: Developments in health training / Chris Copeland; Training for Work / David Gwyther.

Keywords: UK; Health education; Nursing education; Evaluation; Training for Work; Training programme

SUBSCRIPTIONS: Zena Balcombe, Employment Service, South West Region, Performance and Labour Market Analysis Team, 6th Floor, The Pithay, Bristol BS1 2NQ. Ph: +117 9456687; Fax: +117 9456960.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

383

TD/INT 55.94

United Nations Educational, Scientific and Cultural Organization. International Bureau of Education. (IBE)

World data on education. 2nd ed.

Geneva: International Bureau of Education, 1998. 1 cdrom + 1 booklet

One cdrom for Windows 3.x or Windows 95 containing educational profiles of 80 countries and a set of comparative tables on different aspects of the education system. The countries include: Angola, Argentina, Australia, Austria, Bahrain, Barbados, Belize, Benin, Brazil, Bulgaria, Burkina Faso, Burundi, Cameroon, Canada, Chad, Chile, China, Colombia, Comoros, Congo, Congo (Democratic Republic), Costa Rica, Croatia, Cuba, Cyprus, Czech Republic, Denmark, Dominican Republic, Ecuador, Egypt, El Salvador, Eritrea, Finland, Former Yugoslav Republic of Macedonia, France, Germany, Ghana, Grenada, Guinea, Guyana, Haiti, Honduras, Hungary, Iceland, Italy, Japan, Kenya, Kuwait, Lao People's Democratic Republic, Libyan Arab Jamahiriya, Madagascar, Malawi, Malta, Mauritania, Mauritius, Mexico, Mongolia, Mozambique, Namibia, Netherlands, Niger, Nigeria, Norway, Paraguay, Peru, Poland, Portugal, Republic of Korea, Russian Federation, Saudi Arabia, Spain, Sri Lanka, Switzerland, Syrian Arab Republic, Togo, Trinidad, Tobago, United Kingdom, United States of America, Uruguay and Venezuela.

The database is updated regularly on the Internet on the IBE web site: http://www.unicc.org/ibe (accessed September 1998).

Keywords: Education; Statistics; Educational system; Educational indicator; Data base

AVAILABLE FROM: Documentation and Information Unit, IBE, PO Box 199, 1211 Geneva 20, Switzerland. Email: h.bao@ibe.unesco.org
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. For use in the library only.

384

TD/INT 55.95

Hall, William C.

Challenges facing vocational, distance education.

IN:Vocational education at a distance: the Asia and the Pacific region, October 8-10 1996, Seoul, Korea.

Seoul: Korea National Open University, 1996. p. 11-37

This is a 3 page summary of the paper presented by Dr Hall to the fourth international workshop of the Korea National Open University (KNOU) and the Korea National Commission for UNESCO (KNCU) (see TD/QLD 48.04 for the set of workshop papers). The focus of the paper was the four challenges - the challenge of change, the challenge of environmental factors, the challenge of training and the challenge of competitiveness. A copy of the set of overhead transparencies used to illustrate the talk is also provided.

The fourth international workshop for distance education

Keywords: Distance study; Asia; Pacific region; Vocational education; Educational change

AVAILABLE FROM: Open Learning Institute of TAFE Library, G.P.O. Box 1326, Brisbane 4001. Ph: +61 7 3259 4172; Fax: +61 7 3259 4349. Photocopy.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

385

TD/INT 55.96

Johnson, Gearold R.

Perspective on university-based vocational and distance education in the United States.

IN:Vocational education at a distance: the Asia and the Pacific region, October 8-10 1996, Seoul, Korea.

Seoul: Korea National Open University, 1996. p. 41-108

This paper was presented at Vocational education at a distance: the Asia and the Pacific region workshop (TD/QLD 48.04). Vocational education, particularly in science, engineering, management and technology has been a major commitment of US universities since the late 1950s and early 1960s. US universities pioneered the use of video tape and later satellite television broadcasts. Television in one or both of these forms has been the major technology used for distance education in the US although computer-based and, more recently, Internet-based courses are becoming increasingly important. This paper highlights the development of television based vocational and distance education and describes the National Technological University as a case study.

Pages 57 to 75 contain a copy of the paper written in Korean. A set of the presentation overheads (in English) is also provided.

The fourth international workshop for distance education

Keywords: Distance study; Vocational education; USA; Educational television; Television; Flexible delivery; University

AVAILABLE FROM: Open Learning Institute of TAFE Library, G.P.O. Box 1326, Brisbane 4001. Ph: +61 7 3259 4172; Fax: +61 7 3259 4349. Photocopy.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

386

TD/INT 55.97
Taylor, James C.

Technology, pedagogy and globalisation.

IN:Vocational education at a distance: the Asia and the Pacific region, October 8-10 1996, Seoul, Korea.
Seoul: Korea National Open University, 1996. p. 111-118

This paper was presented at Vocational education at a distance: the Asia and the Pacific region workshop (TD/QLD 48.04). This paper attempts to outline the parameters of the essential knowledge base on educational technology required by teachers working in the field of open and distance learning. Further it outlines a global initiative for professional development, the offering of a Graduate Certificate in Open and Distance Learning solely via the Internet, which provides a prototype for the future of vocational education and training in a wide range of disciplines. Since many distance education providers have been in the vanguard of applying technology to teaching and learning, a review of developments in the application of new technologies in the distance education context provides an appropriate starting point for delineating the knowledge base required of expert teachers in today's global society.

Pages 119 to 127 in this volume contain a copy of this paper written in Korean.

The fourth international workshop for distance education

Keywords: Distance study; Open learning; Vocational education; Pedagogics; Educational technology; Professional knowledge; Teaching method; Learning process

AVAILABLE FROM: Open Learning Institute of TAFE Library, G.P.O. Box 1326, Brisbane 4001. Ph: +61 7 3259 4172; Fax: +61 7 3259 4349. Photocopy.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

387

TD/INT 55.98
Ihm, Chon-Sun.

Approaches and constraints to implementing VET reform: paradigm shift, new media and policy integration.

IN:Vocational education at a distance: the Asia and the Pacific region, October 8-10 1996, Seoul, Korea.
Seoul: Korea National Open University, 1996. p. 131-147

This paper was presented at Vocational education at a distance: the Asia and the Pacific region workshop (TD/QLD 48.04). It deals with reforming a national education and training system, based on the experiences of Korea in its continuing effort to balance, or coordinate, between academic and vocational education. First, Korea's VET system will be examined. Second, recent policy reforms to restructure and diversify Korean education and training system will be reviewed. Finally, several issues concerning VET reforms will be discussed with some assessments of past policy efforts.

Pages 148 to 157 of this volume contain a copy of this paper written in Korean.

The fourth international workshop for distance education

Keywords: Distance study; Korea; Educational system; Vocational education; Vocational training; Educational policy; Skill development

AVAILABLE FROM: Open Learning Institute of TAFE Library, G.P.O. Box 1326, Brisbane 4001. Ph: +61 7 3259 4172; Fax: +61 7 3259 4349. Photocopy.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

388

TD/INT 55.99
Bowen, Allan.

Asia-Pacific workshop on vocational education and distance education, Seoul, Korea, 1996.

IN:Vocational education at a distance: the Asia and the Pacific region, October 8-10 1996, Seoul, Korea.
Seoul: Korea National Open University, 1996. p. 163-188

This paper was presented at Vocational education at a distance: the Asia and the Pacific region workshop (TD/QLD 48.04). The vocational training market in Australia has undergone considerable change over the past five years with the introduction of competency-based training which is based on competency standards set by industry itself. This has enabled national accreditation of courses and the issue of awards with consistent names and meaning across all sectors of education and training throughout Australia. The change continues with implementation of a strong and diverse training market. At the same time the value of vocational education and training is becoming more apparent to enterprises which are becoming more willing to invest in the training and development of their own staff. Increased involvement of business in the design and delivery of vocational education and training has brought with it demands for quality programs which add real value to enterprises and which are value for money invested. The characteristics of the training system demanded by business is closely aligned to the characteristics of open and distance education. This gives rise to many opportunities for open and distance education and training institutions. It also challenges institutions to examine their core business and decide if this or something different is necessary to enable them to thrive in the future in the changed environment.

The fourth international workshop for distance education

Keywords: Distance study; Australia; Educational system; Vocational education; Vocational training; Future; Case study

AVAILABLE FROM: Open Learning Institute of TAFE Library, G.P.O. Box 1326, Brisbane 4001. Ph: +61 7 3259 4172; Fax: +61 7 3259 4349. Photocopy.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

389

TD/INT 55.100
Jang, Kiwon.
New vocational education system.
IN:Vocational education at a distance: the Asia and the Pacific region, October 8-10 1996, Seoul, Korea.
Seoul: Korea National Open University, 1996. p. 211-234

This paper was presented at Vocational education at a distance: the Asia and the Pacific region workshop (TD/QLD 48.04). This paper comes from chapter 1 of the report on Education reform, presented to the President of Korea, by the Presidential Commission on Education Reform (RCER).

Education will be the most important means of fostering an individual's competency and ability to adapt to the changes in the job market. The job competency of the individual can be improved only if the opportunities for continuing education are kept open throughout the person's career.

The fourth international workshop for distance education

Keywords: Distance study; Korea; Vocational education; Educational system; Educational reform; Skill development

AVAILABLE FROM: Open Learning Institute of TAFE Library, G.P.O. Box 1326, Brisbane 4001. Ph: +61 7 3259 4172; Fax: +61 7 3259 4349. Photocopy.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

390

TD/INT 55.101
Khatry, Laxmi Prasad.
Teacher training through radio in Nepal.
IN:Vocational education at a distance: the Asia and the Pacific region, October 8-10 1996, Seoul, Korea.
Seoul: Korea National Open University, 1996. p.235-248

This paper was presented at Vocational education at a distance: the Asia and the Pacific region workshop (TD/QLD 48.04). The Radio Education Teacher Training Programme (RETTP I) in Nepal came into existence in 1978. It was initiated with a view of training untrained rural primary school teachers in Nepal through well crafted radio lessons reinforced with self-instructional materials (SIMs) and periodic workshops.

In 1987/88 the RETT II changed its priorities with an intention to joining the mainstream of fulfilling the slogan of universalization of primary education. Today it is totally geared to imparting the training to SLC pass teachers in various primary schools throughout the kingdom.

The fourth international workshop for distance education

Keywords: Distance study; Nepal; Teacher training; Radio; Flexible delivery

AVAILABLE FROM: Open Learning Institute of TAFE Library, G.P.O. Box 1326, Brisbane 4001. Ph: +61 7 3259 4172; Fax: +61 7 3259 4349. Photocopy.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

391

TD/INT 55.102
Fitzsimons, Patrick.
Distance education and industry training in New Zealand 1996.
IN:Vocational education at a distance: the Asia and the Pacific region, October 8-10 1996, Seoul, Korea.
Seoul: Korea National Open University, 1996. p. 257-273

This paper was presented at Vocational education at a distance: the Asia and the Pacific region workshop (TD/QLD 48.04). It discusses the application of electronically mediated means of communication to distance education, focusing on current issues and future trends. After an introduction to the country and a general view of the educational system, the paper provides a brief overview of distance education in New Zealand. The reforms to the vocational education policies are discussed showing how liberal notions of vocational and professional have been appropriated by the Government's Industry Training Strategy and as a consequence been redefined as industrial. The actual and potential impact of electronically mediated technologies on knowledge (and thereby vocational education) is discussed. Finally a case study of electronically mediated industrial education which has been designed by a consortium of industry and education providers and which focuses on workforce development in the automotive industry is described. The conclusion is that, in the postmodern world, electronically mediated technologies are a necessary but not sufficient condition for industrial education.

The fourth international workshop for distance education

Keywords: Distance study; New Zealand; On-the-job training; Staff development

AVAILABLE FROM: Open Learning Institute of TAFE Library, G.P.O. Box 1326, Brisbane 4001. Ph: +61 7 3259 4172; Fax: +61 7 3259 4349. Photocopy.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education

Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

392

TD/INT 55.103
Cho, Eunsoon.

Applications of corporate distance learning at POSCO.

IN:Vocational education at a distance: the Asia and the Pacific region, October 8-10 1996, Seoul, Korea.
Seoul: Korea National Open University, 1996. p. 279-284

This paper was presented at Vocational education at a distance: the Asia and the Pacific region workshop (TD/QLD 48.04). Learning has been a life long need, especially for business white collar workers to survive in the rapidly changing circumstances. In this short paper, POSCO (Pohang Steel Company) corporate distance learning applications will be discussed in terms of cost effectiveness and technological aspects using groupware system, MIPOS (Multimedia Integrated Popular Office System). POSCO has been using two-way teleconferencing technology since 1988, and with intelligent office building and MIPOS completion in 1995, both works and learning environments are more computerised and advanced than ever.

The fourth international workshop for distance education

Keywords: Distance study; Korea; Staff development; Pohang Steel Company; POSCO

AVAILABLE FROM: Open Learning Institute of TAFE Library, G.P.O. Box 1326, Brisbane 4001. Ph: +61 7 3259 4172; Fax: +61 7 3259 4349. Photocopy.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

393

TD/INT 55.104
Dawei, Zheng.

Develop vocational education through distance education.

IN:Vocational education at a distance: the Asia and the Pacific region, October 8-10 1996, Seoul, Korea.
Seoul: Korea National Open University, 1996. p. 287-308

This paper was presented at Vocational education at a distance: the Asia and the Pacific region workshop (TD/QLD 48.04). This paper briefly describes the composition and current state of vocational education in China. It also introduces the development of distance education, particularly as an important means for vocational education, analyses its advantages, potentialities and future prospects and provides several case studies on applying distance education to vocational education in China.

The fourth international workshop for distance education

Keywords: Distance study; China; Vocational education; Evaluation; Case study

AVAILABLE FROM: Open Learning Institute of TAFE Library, G.P.O. Box 1326, Brisbane 4001. Ph: +61 7 3259 4172; Fax: +61 7 3259 4349. Photocopy.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

394

TD/INT 55.105
Librero, Felix.

Vocational education through radio: lessons from the Philippines schools on the air.

IN:Vocational education at a distance: the Asia and the Pacific region, October 8-10 1996, Seoul, Korea.
Seoul: Korea National Open University, 1996. p. 311-320

This paper was presented at Vocational education at a distance: the Asia and the Pacific region workshop (TD/QLD 48.04). School on the air (SOA) is a delivery system for distance education, where radio takes the place of the traditional printed material. The paper briefly covers characteristics, advantages, provides a case study and outlines the lessons learned.

The fourth international workshop for distance education

Keywords: Distance study; Philippines; Vocational education; Flexible delivery; Radio; Educational radio; Delivery system

AVAILABLE FROM: Open Learning Institute of TAFE Library, G.P.O. Box 1326, Brisbane 4001. Ph: +61 7 3259 4172; Fax: +61 7 3259 4349. Photocopy.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

395

TD/INT 55.106
Ponkum, Pijarn.

Vocational distance teaching system project.

IN:Vocational education at a distance: the Asia and the Pacific region, October 8-10 1996, Seoul, Korea.
Seoul: Korea National Open University, 1996. p. 325-332

This paper was presented at Vocational education at a distance: the Asia and the Pacific region workshop (TD/QLD 48.04). A set of presentation overheads outlining the background, management, objectives, qualifications and a list of the institutions involved with the project.

The fourth international workshop for distance education

Keywords: Distance study; Thailand; Vocational education; Flexible delivery

AVAILABLE FROM: Open Learning Institute of TAFE Library, G.P.O. Box 1326, Brisbane 4001. Ph: +61 7 3259 4172; Fax: +61 7 3259 4349. Photocopy.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

396

TD/INT 55.107
Omar, Mustafa Bin.
Technical and vocational education in Malaysia: country report.
IN:Vocational education at a distance: the Asia and the Pacific region, October 8-10 1996, Seoul, Korea.
Seoul: Korea National Open University, 1996. p. 335-343

This paper was presented at Vocational education at a distance: the Asia and the Pacific region workshop (TD/QLD 48.04). This paper presents a brief description of the current status of technical vocational education as it relates to the polytechnics at the post-secondary level and vocational and technical schools at the secondary level. Although the issues facing technical and vocational education in the country are not new, they are nevertheless complex and interconnected and require a comprehensive system-wide planning approach. The Technical and Vocational Education Division (TAVED) of the Ministry of Education has over the years responded to the many challenges facing the system by formulating innovative and forward looking strategies which are needed to ensure that the nation's vision to become industrialised by the year 2020 will be achieved.

The fourth international workshop for distance education

Keywords: Distance study; Malaysia; Educational system; Vocational education; Technical education; Educational planning

AVAILABLE FROM: Open Learning Institute of TAFE Library, G.P.O. Box 1326, Brisbane 4001. Ph: +61 7 3259 4172; Fax: +61 7 3259 4349. Photocopy.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

397

TD/INT 55.108
Sutrisno, Joko.
Dual system as an alternative in providing technology literate workforce in Indonesia.
IN:Vocational education at a distance: the Asia and the Pacific region, October 8-10 1996, Seoul, Korea.
Seoul: Korea National Open University, 1996. p. 357-370

This paper was presented at Vocational education at a distance: the Asia and the Pacific region workshop (TD/QLD 48.04). Vocational education and training figures among those areas requiring more serious attention. How the vocational education and training system can be adjusted to meet the needs of future industrial development should be the subject of a national effort. In this regard the dual system for vocational education and training is a most appropriate role model. Indonesia can learn from the experience of industrial countries like Germany, Switzerland and others in fashioning its own unique brand of vocational education and training. Critical policy decisions and commitments would have to be made at an early stage. This includes commitment at the highest level of the Indonesian government as well as from public and private industries, and formalised through special vocational education and training legislation. Subsequent tasks to be executed are large and complex, including establishing a qualification and certification system, strengthening of trade and industry association and development of curricula. If the various tasks are embedded in a logical long-term programmatic approach, recognising the interests of various parties, then it is believed that Indonesia will be able to be successful in providing a technology literate workforce.

The fourth international workshop for distance education

Keywords: Distance study; Indonesia; Vocational education; Vocational training; Skill development; Human resource development; Training system

AVAILABLE FROM: Open Learning Institute of TAFE Library, G.P.O. Box 1326, Brisbane 4001. Ph: +61 7 3259 4172; Fax: +61 7 3259 4349. Photocopy.
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

398

TD/INT 55.109
Japan. Ministry of Labour. Policy Planning and Research Dept.
Monthly labour statistics and research bulletin, no. 594, vol. 50, no. 7, July 1998.
Japan: The Dept, 1998. 58 p.

This bulletin is written in Japanese. The tables are partly in English and partly in Japanese. Articles in this journal include: From birdlime to circus for the times of self-responsibility; Analysis of the labour economy 1998: summary; Research on the protection of workers' personal data: summary; Earnings, hours worked and employment of each profecture on monthly labour survey in 1997; Variances of basic survey on wage structure 1997; Overseas labour report in 1997.

Keywords: Periodical; Statistics; Japan; Labour; Research
ISSN: 0910-2558

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

399

TD/INT 55.110
Japan. Ministry of Labour. Policy Planning and Research Dept.
Monthly labour statistics and research bulletin, no. 595, vol. 50, no. 8, Aug. 1998.
Japan: The Dept, 1998. 50 p.

This bulletin is written in Japanese. The tables are partly in English and partly in Japanese. Articles in this journal include: Adjustment speed of market; Recent labour economy situation; NPO (non-profit organization) and labour administration; Survey on employment management 1998; Survey on young employees 1997.

Keywords: Periodical; Statistics; Japan; Labour; Research
ISSN: 0910-2558

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

400

TD/INT 55.111
European Centre for the Development of Vocational Training. (CEDEFOP)

Vocational training European journal, III, no. 12, September-December 1997.

Greece: CEDEFOP, 1997. 106 p.

This journal caters for the interests of academics, decision-makers and practitioners in the field of initial and continuing training and is published three times a year in several official languages: German, English, Spanish and French.

Articles in this issue include: Alpin and Shackleton note that the selection criteria used by firms has been influenced by changes in the labour market and that in response employers have changed recruitment channels and selection techniques; Eliasson and Vikersjo illustrate the specific problems of a large multinational corporation in a mature industry with regard to the allocation and management of human capital; Mallet addresses the question of the gradual distribution of certificate-holders by reference to the term "skills" which takes account of both an individual's certification level and vocational experience, and not only his/her level of qualification; Merle advances four arguments as possible solutions for reforming the systems for validating and certifying vocational skills; Munoz describes the newly established Spanish vocational training system; Bjornavold provides two articles - the first takes the position that there are many methodologies to assess non-formal learning and questions whether they are able to assess and validate what they are supposed to, and the second looks at the prospects for developing effective and accepted assessments of non-formal learning where a requirement is that the methodologies and systems have a strong legal and legitimate basis in order to be of some influence; Schober discusses the new challenges for vocational information and guidance within the context of changes that have affected the choice of occupation and the transition from the education and training system into the employment system over the last 20 years; Straka describes the different methods that have been used in an attempt to provide an empirical description and explanation of what is involved in self-directed learning.

For individual entries see TD/INT 55.112 to TD/INT 55.120.

Keywords: Europe; Vocational training; Vocational education; Educational research; Human resource development; Skill development; Competency; Labour market
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

401

TD/INT 55.112
Alpin, Carmen; Shackleton, J. R.

Labour market trends and information needs: their impact on personnel policies.

IN: Vocational training European journal. Vol. III,(12), September-December 1997, p. 7-13

Employers are seeking different types of skills and competencies from those in the past. In particular they are seeking evidence of personal characteristics which are not easily assessed. The selection criteria used by firms has been influenced by changes in the labour market, in response employers have changed recruitment channels and selection techniques.

Keywords: Europe; Selection; Recruitment; Labour market; Skill development
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

402

TD/INT 55.113
Eliasson, Gunnar; Vikersjo, Kurt.

Recruiting in a European company.

IN: Vocational training European journal. Vol. III,(12), September-December 1997, p. 14-19

Human capital is a scarce factor that has to be efficiently allocated and managed within the corporation. Its value to the firm and to the holder depends on its allocation. This article illustrates the specific problems of a large multinational corporation in a mature industry but attempts to identify more general implications for a broader range of production.

Keywords: Europe; Selection; Recruitment; Human resource development; Skill development
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

403

TD/INT 55.114
Mallet, Louis ... [et. al].

Certificates, skills and job markets in Europe.

IN: Vocational training European journal. Vol. III,(12), September-December 1997, p. 20-34

This research project first of all addresses the question of the gradual distribution of certificate-holders by reference to the term "skills" which takes account of both an individual's certification level and vocational experience, and not only his/her level of qualification. This means that processes of competition for access to employment can be envisaged, on the one hand from the much more general perspective of competition between generations, and on the other, as a problem of the wider distribution of qualifications and not, as is often the case, as a question of skill requirements.

Keywords: Europe; Labour market; Employment; Occupational skill standard; Competency standard; Skill
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

404

TD/INT 55.115
Merle, Vincent.

Evolution of systems of validation and certification: what are the possible models and what are the issues for France?

IN: Vocational training European journal. Vol. III,(12), September-December 1997, p. 35-46

In most developed countries the system for validating and certifying vocational skills is currently the subject of debate and reform. Whatever solution is recommended, the concerns underlying the wish to reform the existing system are very similar. Four arguments are advanced, three models are discussed and the situation within France is described.

Keywords: France; Educational system; Educational reform; Competency standard; Occupational skill standard; Skill certification; Level of qualification
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

405

TD/INT 55.116
Munoz, Valeriano.

Spanish companies and the new vocational training system.

IN: Vocational training European journal. Vol. III,(12), September-December 1997, p. 47-51

The Spanish vocational training system is original and flexible and has great potential. It has been designed and developed with due attention to the most important training gaps identified by employers and is living up to expectations so far. However, for the moment this is only true of the regulated subsystem. It is too early to judge the continuing training subsystem, as it as only just begun to operate.

Keywords: Spain; Vocational training; Training system; Educational policy; Educational reform; National programme
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

406

TD/INT 55.117
Bjornavold, Jens.

Assessment of non-formal learning: the quality and limitations of methodologies.

IN: Vocational training European journal. Vol. III,(12), September-December 1997, p. 52-67

There is a companion article which is described by TD/INT 55.118.

There are many methodologies to assess non-formal learning, but are they able to assess and validate what they are supposed to and how can they be improved? Different methodologies can be examined according to their validity and their reliability. However, validity and reliability are influenced by the concept of the knowledge being measured, which in turn, affects the criteria used in the assessment process. Satisfactory methodologies have to consider the specific character of non-formal learning, providing guidelines, as well as limitations, for the design of assessment.

Keywords: Recognition of prior learning; Assessment; Learning process; Skill development; Nonformal education
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

407

TD/INT 55.118
Bjornavold, Jens.

Question of faith?: methodologies and systems for assessing non-formal learning require a legitimate base.

IN: Vocational training European journal. Vol. III,(12), September-December 1997, p. 68-74

There is a companion article which is described by TD/INT 55.117.

The prospects for developing effective and accepted assessments of non-formal learning require that methodologies and systems have a strong legal and legitimate basis in order to be of some influence. This poses the challenge of institutional design which is an important precondition for the development of legitimate systems for the assessment of learning. Furthermore, the metaphor of currency/money can be used to illustrate some of the mechanisms influencing the legitimacy and the value of assessments.

Keywords: Recognition of prior learning; Assessment; Learning process; Skill development; Nonformal education
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

408

TD/INT 55.119
Schober, Karen.

Individual and company information and counselling requirements: new challenges for vocational guidance.

IN: Vocational training European journal. Vol. III,(12), September-December 1997, p. 75-82

In the past 20 years the environment affecting the choice of occupation and the transition from the education and training system into the employment system has changed decisively in all European countries. Societal trends such as a general shift in values, increasing, individualization and pluralization of walks of life, a lengthening of the youth phase, changes in gender-related role assignments and many other developments have challenged previously prevailing living patterns and vocational orientations. Vocational information and guidance must therefore by available as a career-long opportunity for all age groups and vocational concerns.

Keywords: Europe; Vocational counselling; Vocational guidance; Occupational choice; Career planning
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

409

TD/INT 55.120
Straka, Gerald A.

Self-directed learning in the world of work.

IN: Vocational training European journal. Vol. III,(12), September-December 1997, p. 83-88

Self-directed learning is variously defined. Different methods have been used in an attempt to provide an empirical description and explanation of what is involved. Generally speaking, self-directed learning may be seen as a dynamic interplay of interests, motivation, strategies, control and assessment. At the same time, as the results of the studies reported here show, it is apparently also related to environmental circumstances as they are experienced.

Keywords: Workplace; Learning process; Staff development; Self-instruction; Self development
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

410

TD/INT 55.121
European Centre for the Development of Vocational Training. (CEDEFOP)

Vocational training European journal, II, no. 11, Mai-August 1997.

Greece: CEDEFOP, 1997. 120 p.

This journal caters for the interests of academics, decision-makers and practitioners in the field of initial and continuing training and is published three times a year in several official languages: German, English, Spanish and French.

Articles in this issue include: Nesporova highlights the importance of education and training in determining the quality and adaptability of the workforce - the key factor of future economic prosperity of the economics in transition; Weilnbock-Buck, Baumgartl and Farla describe the challenge of developing a market economy, with the capacity to cope with competitive pressure with a part of the process of meeting this challenge being the reform of vocational education and training systems; Ministers from a selection of Central and Eastern European countries reply to a number of questions seeking to identify the ideas behind the reforms they have introduced to their vocational education and training systems, and the problems encountered from the perspective of the central authorities; Luttringer takes the position that whatever the difficulties, vocational training is undoubtedly an excellent field in which to exercise the skills of social dialogue; Kozek describes the transformation of the Polish system of vocational education as a complex and slow process; so far, what has taken place is a certain modernisation, forced by the changes in the economic environment, rather than an in-depth reform; Alex outlines the main developments in vocational training in Hungary, including a description of Germen-Hungarian co-operation; Dodd looks at the Estonian government's response to the need to modernise and reform its education provision in response to the new economic realities of the market economy; Mawson notes that there are programmes being put into place to help each country meet the obligations of membership for the European Union, in particular Leonardo da Vince which focuses on vocational training; A series of two-page fact sheets outlining the vocational education and training systems of a range of countries: Bulgaria, Czechoslovakia, Estonia, Hungary, Latvia, Lithuania, Poland, Romania and Slovenia; A two page table provides key indicators for Bulgaria, the Czech Republic, Estonia, Hungary, Lithuania, Latvia, Poland, Romania and Slovenia.

For individual entries see TD/INT 55.122 to TD/INT 55.131.

Keywords: Europe; Vocational training; Vocational education; Educational research; Educational reform; Educational policy; Educational system; Labour market; Statistical data
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

411

TD/INT 55.122
Nesporova, Alena.

Labour markets and training in Central and Eastern Europe.

IN: Vocational training European journal. Vol. II,(11), Mai-August 1997, p. 20-28

The upheavals in Central and Eastern European countries after 1989-1990 were followed by shrinking economic demand which led to excessive labour supply and accelerating open unemployment, a situation practically unknown under the communist regime. Labour market response to economic decline has differed greatly from country to country.

The importance of education and training in determining the quality and adaptability of the workforce - the key factor of future economic prosperity of the economics in transition - should be fully acknowledged.

Keywords: Europe; Training; Skill development; Labour market; Economic factor
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

412

TD/INT 55.123
Weilnbock-Buck, Inge; Baumgartl, Bernd; Farla, Ton.

Observations on the challenges and priorities for vocational training in Central and Eastern European countries.

IN: Vocational training European journal. Vol. II,(11), Mai-August 1997, p. 29-42

Since 1989, Central and Eastern European countries (CEECs) have taken on the challenge of developing a market economy, with the capacity to cope with competitive pressure. As part of the process of meeting this challenge, the CEECs have embarked upon reform of their vocational education and training systems. New institutional arrangements have been introduced as the first step towards reform, but many challenges remain. The new institutions need to prove their effectiveness and much needs to be done to define new occupations, develop qualifications, standards and new curricula.

Keywords: Europe; Vocational training; Vocational education; Educational system; Educational reform; Labour market; National programme
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

413

TD/INT 55.124

Political questions: ministers from Hungary, Latvia, Slovenia and Romania respond to questions on the process of vocational education and training reform in their countries.

IN: Vocational training European journal. Vol. II,(11), Mai-August 1997, p. 43-47

Ministers from a selection of Central and Eastern European countries - Peter Kiss (Hungary), Juris Celmin (Latvia), Slavko Gaber (Slovenia) and Virgil Petrescu (Romania) - have replied to a number of questions seeking to identify the ideas behind the reforms they have introduced to their vocational education and training systems, and the problems encountered from the perspective of the central authorities. The responses from the ministers give some insight into their priorities for change, the reforms they have introduced and the role of assistance from the West in the context of European co-operation programmes and bilateral contacts. They also reveal different approaches to common problems and different stages of development.

Keywords: Europe; Educational policy; Educational reform; Vocational education; Vocational training
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse,

National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

414

TD/INT 55.125

Luttringer, Jean-Marie.

Role of the social partners in the development of vocational training in countries in transition.

IN: Vocational training European journal. Vol. II,(11), Mai-August 1997, p. 48-52

The social dialogue on training has become reality in the countries of the European Union. Through their joint opinions the European social partners have evolved a common doctrine as regards vocational training. The social partners in the countries in transition are seeking to establish their identity and legitimacy as representatives. Whatever the difficulties, vocational training is undoubtedly an excellent field in which to exercise the skills of social dialogue.

Keywords: Europe; European Communities; Vocational training; Educational administration; Social participation
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

415

TD/INT 55.126

Kozek, Tadeusz.

International co-operation in curriculum development for vocational education and training: Polish experience.

IN: Vocational training European journal. Vol. II,(11), Mai-August 1997, p. 53-62

Substantial parts of the old system of education, when confronted with progressive introduction of market economy, proved of little or no relevance. Vocational training at the secondary level turned out to be the weakest element of that system.

Transformation of the fossilised structure turned out to be a complex and slow process; so far, what has taken place, is a certain modernisation of the Polish system of vocational education, forced by the changes in the economic environment, rather than an in-depth reform.

Keywords: Poland; International cooperation; Curriculum development; Vocational education; Vocational training; Educational reform
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

416

TD/INT 55.127

Alex, Laszlo.

German-Hungarian co-operation to support Hungarian reforms in vocational training.

IN: Vocational training European journal. Vol. II,(11), Mai-August 1997, p. 63-69

Many social areas in Hungary have developed an impressive dynamic force since 1990. This also applies to vocational training. Several reforms have already been implemented or are well on the way, some would merely appear to be. Before outlining the main developments in vocational training in Hungary, a description will be given of German-Hungarian co-operation.

Keywords: Hungary; International cooperation; Germany, Federal Republic; Educational reform; Vocational training
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

417

TD/INT 55.128

Dodd, Martin.

Modernisation and reform of vocational education and training in Estonia: a case study.

IN: Vocational training European journal. Vol. II,(11), Mai-August 1997, p. 70-74

Following the collapse of the former economic and political system, Estonia set about the task of rebuilding the state, democratic institutions and restoring a normal and productive free market economy. Along with these national priorities, the government recognised the need to modernise and reform its education provision in response to the new economic realities of the market economy. This task had to be undertaken during a period of severe structural crises within the economy. Consequently the financing of the educational reform process had to be resourced mainly through bilateral and international assistance programmes including the EU PHARE programme.

Keywords: Estonia; Educational reform; Vocational education; Vocational training; Economic factor; Bilateral aid; Financial aid; Case study
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

418

TD/INT 55.129

Mawson, Tim.

Opening up of the Leonardo da Vinci programme to the countries of Central and Eastern Europe.

IN: Vocational training European journal. Vol. II,(11), Mai-August 1997, p. 75-79

It was at the European Council's Copenhagen Summit in 1993 that the first clear intentions of the European Union (EU) were mapped out regarding the associated countries of Central and Eastern Europe (CEECs). It was agreed that any CEEC that so desired would become a member of the EU as soon as they were able to assume the obligations of membership. One step in furthering the work is to enable the countries involved to focus more on preparing for their full participation in the EU itself, including the increasingly important area of education and training policies. It is for this reason that the pre-accession strategies being put into place by each country include the human resource dimension, with particular emphasis on taking part in the EU programmes which are developing and taking forward these policies - Leonardo da Vinci (vocational training), Socrates (education) and Youth for Europe (youth policy).

Keywords: Europe; Educational policy; Training policy; Vocational training; Leonardo da Vinci
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

419

TD/INT 55.130

Vocational education and training fact sheet.

IN: Vocational training European journal. Vol. II,(11), Mai-August 1997, p. 80-97

A series of two-page fact sheets outlining the vocational education and training systems of a range of countries: Bulgaria, Czechoslovakia, Estonia, Hungary, Latvia, Lithuania, Poland, Romania and Slovenia. Each sheet starts with a brief overview of the national system, policy and challenges. This is followed by brief sections covering responsible bodies, financing, continuing training, international support activities, national priorities and the establishment of a national observatory.

Keywords: Europe; Bulgaria; Czechoslovakia; Estonia; Hungary; Latvia; Lithuania; Poland; Rumania; Slovenia; Vocational education; Vocational training
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

420

TD/INT 55.131

Key indicators on Central and Eastern European countries.

IN: Vocational training European journal. Vol. II,(11), Mai-August 1997, p. 98-99

This two page table provides key indicators for Bulgaria, the Czech Republic, Estonia, Hungary, Lithuania, Latvia, Poland, Romania and Slovenia. It is 1995 data unless otherwise indicated on the table. Figures are provided for: area, population, population density, percentage urban population, percentage population growth, GDP in billions of ECU, GDP per capita in purchasing power parity (ECU), percentage GDP increase/decrease, percentage annual inflation, percentage unemployment, young unemployed percentage, percentage young unemployed of all unemployed, participants of initial vocational education and training as a percentage of all students of secondary education, drop-out rates as a percentage of initial vocational education and training students, education budget of a percentage of GDP, vocational education and training budget as a percentage of GDP, unemployment rate percentage by educational attainment, if the Europe Agreement has been signed and if the country is a candidate for EU membership.

Keywords: Europe; Bulgaria; Czechoslovakia; Estonia; Hungary; Latvia; Lithuania; Poland; Rumania; Slovenia; Statistical data
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

421

TD/INT 55.132

European Centre for the Development of Vocational Training (CEDEFOP)

Vocational training European journal, I, no. 10, January-April 1997.

Greece: CEDEFOP, 1997. 76 p.

This journal caters for the interests of academics, decision-makers and practitioners in the field of initial and continuing training and is published three times a year in several official languages: German, English, Spanish and French.

Articles in this issue include: Williams asks the question: who should pay for tertiary education?; Mitchell looks at cooperation in higher education and training within the

European Union; De La Porte examines the opportunities in European law for taking part in education in another European Union state.

For individual entries see TD/INT 55.133 to TD/INT 55.135.

Keywords: Europe; Vocational training; Vocational education; Educational research; University; Higher education; Educational finance
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

422

TD/INT 55.133
Williams, Gareth L.
Who should pay for tertiary education?
IN: Vocational training European journal. Vol. I,(10), January-April 1997, p. 35-42

The production of graduates makes substantial claims on national economies. It is not surprising that many governments are showing signs of concern about the size of the public expenditure commitment they are making to it. There is no reason why the state should be the only, or even the dominant, source of finance, but it must ensure that all have reasonable opportunities of tertiary education relevant to their needs. It must also fill gaps where the market fails to provide.

Keywords: Europe; Educational finance; Higher education; Educational policy; Public investment; Government role; Government policy; Fund; Student; Industry
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

423

TD/INT 55.134
Mitchell, Irving V.
EU cooperation in higher education and training: new challenges and recent progress.
IN: Vocational training European journal. Vol. I,(10), January-April 1997, p. 43-54

The drive towards more diversified and constructive community-wide cooperation in these fields has proved irreversible. Cooperation in higher education and training has been summoned to respond to several challenges. Considerations other than mobility alone have gradually assumed greater significance. Yet the basic premises of cooperation remain, that its success depends on the exceptional variety of education and training systems throughout the community.

Keywords: Europe; International cooperation; Higher education; Vocational training; Educational system
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

424

TD/INT 55.135
De La Porte, Heleen Andre.
Student mobility within the European Union.
IN: Vocational training European journal. Vol. I,(10), January-April 1997, p. 60-65

This article examines the opportunities in European law for taking part in education in another member state. These opportunities ensue from the provisions relating to the internal market, including the free movement of persons on one hand and the section on education in the Treaty on European Union on the other.

Keywords: Europe; Student mobility; Transfer policy; Articulation; Access to education; Skill certification; Equivalence of certificates
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

425

TD/INT 55.136
European Centre for the Development of Vocational Training. (CEDEFOP)
Vocational training European journal, II/III, no. 8/9, Mai-December 1996.
Greece: CEDEFOP, 1996. 125 p.

This journal caters for the interests of academics, decision-makers and practitioners in the field of initial and continuing training and is published three times a year in several official languages: German, English, Spanish and French.

Articles in this issue include: Cresson states that the challenge confronting those responsible for education and training policy at a time when unemployment is running high and the economic and social environment is in the throes of radical transformation, rendering implementation of such a policy particularly complex, is how to ensure that every individual has constant access to training; A transcript of an interview with Portugal's Minister of Education, Eduardo Marcal Grilo which covers a range of lifelong learning issues; Kallen briefly retraces the history and the development of the lifelong learning concept in its several main configurations and comments on their role in present international and national educational policy; On the basis of a critical analysis of the lines of argument in the White Paper, d'Iribarne expresses his concern about a movement which could have detrimental effects for wage earners, despite the good intentions shown; Davis uses data from the Labour Force Survey to show how participation in education and training varies within the European Union between different groups in the population and the labour force; Grunewald intends to establish the relationships and connections between the educational concept of lifelong learning and a specific segment of vocational training -in-company continuing training; Hillage reviews the current level of work-based training in Britain; Germe and Pottier note that changes in working conditions and the supply of training are needed if lifelong education is to be able to match the occupational routes, nowadays very diversified, of the working population; Drexel seeks to analyse the relationship between further training and career progression with reference to Germany in order to see what lessons can be drawn for the present; Heidemann notes that lifelong learning requires specific structural conditions and mechanisms; Planas sets out to describe how initial education and training provided under the school system can be linked to continuing training during the subsequent career of the young people concerned; Morais and Kolinsky distinguish between the acquisition of basic linguistic and perceptive abilities which takes place in a very early stage of life and learning involving knowledge and information processing strategies which may be prolonged throughout life; Kunzel seeks to shed light on the implications and pedagogical consequences of moves towards a learning society; Behrendt and Hakenberg describe the Training drive '95 launched by Ford-Werke which enables unskilled and semi-skilled workers to acquire a vocational qualification; Heidemann and Murray highlights the point of view that it is important to develop a more comprehensive concept of modernisation in which further training and education is linked to other elements and provides an Irish example showing the use of this type of strategy in the endeavour to promote equal opportunities for women at the workplace.

For individual entries see TD/INT 55.137 to TD/INT 55.151.

Keywords: Europe; Vocational training; Vocational education; Educational research; Lifelong learning, Skill development; Learning process; Participation
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

426

TD/INT 55.137

Cresson, Edith.

Towards a policy of lifelong learning.

IN: Vocational training European journal. Vol. II/III,(8/9), Mai-December 1996, p. 9-12

Education and training are factors contributing to social progress and the consolidation of democracy. Their role is central to competitiveness and growth. The concept of education and training lasting a lifetime should, therefore, encourage an individualised pattern of learning in which personal factors combine with economic ones.

The challenge confronting those responsible for education and training policy at a time when unemployment is running high and the economic and social environment is in the throes of radical transformation, rendering implementation of such a policy particularly complex, is how to ensure that every individual has constant access to training.

Keywords: Europe; Lifelong learning; Educational policy; Training policy; Postcompulsory education; Future
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 3400; Fax: +61 8 8331 9211. Photocopy.

427

TD/INT 55.138

Grilo, Eduardo Marcal.

Initial and continuing training in Portugal: present situation and future outlook.

IN: Vocational training European journal. Vol. II/III,(8/9), Mai-December 1996, p. 13-15

The conditions for evolving an education and training policy based on the principle of lifelong learning vary from one country to another depending on their differing characteristics and structural mechanisms. A knowledge of these conditions is essential for an understanding of the problems each country will have to face. This is a transcript of an interview with Portugal's Minister of Education, Eduardo Marcal Grilo which covers a range of relevant issues.

Keywords: Portugal; Continuing education; Learning process; Evaluation; Future; Training employment relationship; On-the-job training; Lifelong learning
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).

Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

428

TD/INT 55.139

Kallen, Denis.

Lifelong learning in retrospect.

IN: Vocational training European journal. Vol. II/III,(8/9), Mai-December 1996, p. 16-22

The history and the development of the lifelong learning concept in its several main configurations will be briefly retraced and a few comments made as to their role in present international and national educational policy. The text focuses on the relevant policies of three intergovernmental organisations, all three based in Europe, that are active in the field of education: the Council of Europe, UNESCO and the OECD.

Keywords: Europe; Lifelong learning; Theory; Evaluation; Training employment relationship

ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

429

TD/INT 55.140

d'Iribarne, Alain.

Discussion of the paradigms of the White Paper on education and training: a contribution to the debate.

IN: Vocational training European journal. Vol. II/III,(8/9), Mai-December 1996, p. 23-31

The White Paper "Teaching and learning: towards the learning society" is an important document in view of its implications. Emphasising direct relations between training and the needs of firms, it regards paper qualifications as a source of rigidities and therefore archaic. On the basis of a critical analysis of the lines of argument in the White Paper, the author expresses his concern about a movement which could have detrimental effects for wage earners, despite the good intentions shown.

Keywords: Europe; Lifelong learning; Training employment relationship; Skill development; Training needs; Enterprise

ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

430

TD/INT 55.141

Davis, Norman.

Who participates in education and training?: an overview at European level.

IN: Vocational training European journal. Vol. II/III,(8/9), Mai-December 1996, p. 32-36

This article uses data from the Labour Force Survey to show how participation in education and training varies within the European Union between different groups in the population and the labour force. It seeks to explain the reasons for some of the observed differences and also highlights the caution needed in interpreting data. The data reveal clearly the way in which training opportunities decline with age and are lower for the low skilled or unskilled and the unemployed who are already at a disadvantage in the labour market. Special attention is given to the higher rates of training provided in the service sector compared to those in industry and how these influence the situation for women and part-time workers whose employment is concentrated in the service sector.

Keywords: Europe; Education; Training; Participation; Labour market; Training employment relationship; Continuing education

ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

431

TD/INT 55.142

Grunewald, Uwe.

In-company training: a contribution to lifelong learning?

IN: Vocational training European journal. Vol. II/III,(8/9), Mai-December 1996, p. 37-42

This article is intended to establish the relationships and connections between the educational concept of lifelong learning, which was outlined in a 1996 European Commission white paper and to which the Commission has dedicated a year of awareness, motivation and mobilization, and a specific segment of vocational training - in-company continuing training.

Keywords: Europe; Training within industry; Training employment relationship; In plant training; Lifelong learning; Continuing vocational training

ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

432

TD/INT 55.143
Hillage, Jim.

Employers' approaches to work-based training in Britain.

IN: Vocational training European journal. Vol. II/III,(8/9), Mai-December 1996, p. 43-49

This article reviews the current level of work-based training in Britain. It shows that while most UK employees receive some form of training or other learning opportunity from their employer, for many training is not an ongoing activity. Training provision is skewed towards larger service sector employers and to employees in high level occupations. Relatively few employers adopt a formal or systematic approach to training. One of the consequences for public policy is that the very employees who face the bleakest future in the labour market, i.e. lower skilled employees, have the least access to the training and education that could help them adapt to changing skill demands.

Keywords: UK; Management attitude; Training; Staff development; On-the-job training; Access to education
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

433

TD/INT 55.144
Germe, Jean-Francois; Pottier, Francois.

Own-initiative continuing training in France: decline or renewal?

IN: Vocational training European journal. Vol. II/III,(8/9), Mai-December 1996, p. 50-57

Continuing vocational education has grown considerably in France over the last twenty years. Enterprises and the occupational integration policies of the State have been responsible for most of this growth. People attending training at their own initiative are in the minority. It is paradoxical that the most mobile population that has coped best with labour market trends has far fewer opportunities for vocational training than the population stably employed in enterprise. Changes in working conditions and the supply of training are needed if lifelong education is to be able to match the occupational routes, nowadays very diversified, of the working population.

Keywords: France; Continuing vocational training; Lifelong learning; Access to education; Learning process; Skill development; Employees attitude; Training employment relationship
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

434

TD/INT 55.145
Drexel, Ingrid.

Relationship between further training and career progression: the German model, its strengths and risks in the context of lifelong learning.

IN: Vocational training European journal. Vol. II/III,(8/9), Mai-December 1996, p. 58-65

This article seeks to analyse the relationship between further training and career progression with reference to Germany in order to see what lessons can be drawn for the present. A new model for this relationship would seem to be needed in which given companies' tendency to de-layer the two central motivating factors career progression and improvement and change in a person's employment situation are newly linked in diagonal career patterns and underpinned with new types of training courses.

Keywords: Europe; Germany, Federal Republic; Lifelong learning; Career pattern; Career development; Further training; Model
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

435

TD/INT 55.146
Heidemann, Winfried.

Lifelong learning: a theme of social dialogue and collective agreements.

IN: Vocational training European journal. Vol. II/III,(8/9), Mai-December 1996, p. 66-70

Lifelong learning requires specific structural conditions and mechanisms. They can be identified in the education and training system, in company organization and in vocational training methods. Collective agreements can also help to improve continuing training and access to continuing training and thus facilitate lifelong learning. The social partners play a leading role in shaping the structure of continuing training through contracts, joint activities or through the implementation of government regulations: all these approaches are components of a systematic model of continuing training. They encompass the different policy levels of social dialogue: enterprise - sector - (national) continuing training system.

Keywords: Europe; Lifelong learning; Delivery system; Vocational training; Education; Educational system; Conditions of work; Labour relations
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001

Flexible delivery; Self-instruction; On-the-job training; Workplace education
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

440

TD/INT 55.151
Heidemann, Winfried; Murray, Freida.

Equal opportunities programme of the Electricity Supply Board (ESB) in Ireland.

IN: Vocational training European journal. Vol. II/III,(8/9), Mai-December 1996, p. 98-103

Many people, including some of those in trade unions, often have the impression that further training and education is a cure-all that ensures modernisation of companies whilst also expanding the freedom and options of the employees. The risk in this approach is that difficulties encountered of modernisation are attributed to the individual failure of employees. From the point of view of the trade unions, therefore, it is important to develop a more comprehensive concept of modernisation in which further training and education is linked to other elements. The Irish example shows the use of this type of strategy in the endeavour to promote equal opportunities for women at the workplace. In this strategy, further training and education is only one element in a more comprehensive process of change of intra-company structures towards equal opportunities. The example clearly shows that changes in the occupational situation of the individual cannot be achieved through efforts in the field of further training alone. The Irish model combines further training and education measures with the implementation of national legislation on equality in the workplace. The example also shows that it is necessary to create new organisational structures in order to implement the strategy of equality and monitor its effects.

Keywords: Ireland; Equal opportunity; Women; Equal treatment; Access to education; Training needs; Employees attitude; Team work; Skill development; Case study; Electricity Supply Board; ESB
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

441

TD/INT 55.152
European Centre for the Development of Vocational Training. (CEDEFOP)

Vocational training European journal, I, no. 7, January-April 1996.

Greece: CEDEFOP, 1996. 85 p.

This journal caters for the interests of academics, decision-makers and practitioners in the field of initial and continuing training and is published three times a year in several official languages: German, English, Spanish and French.

Articles in this issue include: Munch attempts to reduce the complexity and diversity of continuing vocational training in the countries of the European Union to a few areas and a few ways of approaching problems and solutions; Beeton and Duguid review the experience of three representative Training and Enterprise Councils (TECs) in introducing open and flexible learning (OFL) programmes as complements to their more conventional training programmes; Collis briefly describes the six courses delivered in the framework of the TeleScopia Project; Zedler provides a discussion on modular training in the Federal Republic of Germany; Hammer discusses the proposition that "modular education and training" and "integral education and training" are the outcomes of fundamental value conceptions in society; Wiegand looks at the view that modules, part-qualifications and training units are being increasingly mooted as possible strategies to solve the problems in this field; Otter addresses some of the realities of the potential for a flexible system of qualifications, responsive to the needs of young people and adults and providing support for those entering, or progressing in the labour market; Barton examines the hypothesis that skills shortages in industry are sometimes created within industry itself by designing organizations in a way that limits opportunities for skill development; The purpose for Blum ... [et al.] was to develop ways of formulating examination exercises which shed light on various aspects of competence to perform occupational activities; Harke and Nanninga present the design, methods and experience of the pedagogical and psychological continuation training course for training personnel; Nielsen aims to present the framework of and methods applied in the pedagogical innovation process in Danish vocational education and training; Ambrosio describes the current innovatory trends in the field of vocational training and of training in the broader sense, as well as the problems that arise, and a discussion of innovatory practices with reference to two current projects in Portugal.

For individual entries see TD/INT 55.153 to TD/INT 55.164.

Keywords: Europe; Vocational training; Vocational education; Educational research; Pedagogics; Learning process; Modular training; Performance indicator
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local

Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

436

TD/INT 55.147
Planas, Jordi.

Continuing training for young adults: follow-on or second chance?

IN: Vocational training European journal. Vol. II/III,(8/9), Mai-December 1996, p. 71-78

This article sets out to describe, on the basis of a longer-term project conducted with young people in the metropolitan area of Barcelona, how initial education and training provided under the school system can be linked to continuing training during the subsequent career of the young people concerned (aged up to 31).

Keywords: Spain; Lifelong learning; Access to education; Skill development; Professional knowledge; Continuing education; Career pattern; Training employment relationship
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

437

TD/INT 55.148
Morais, Jose; Kolinsky, Regine.

Cognitive constraints of lifelong learning.

IN: Vocational training European journal. Vol. II/III,(8/9), Mai-December 1996, p. 79-85

The cognitive approach distinguishes between the acquisition of basic linguistic and perceptive abilities which takes place in a very early stage of life, during so-called sensitive periods, on the one hand, and learning involving knowledge and information processing strategies which may be prolonged throughout life, on the other. Unschooling and illiteracy greatly compromise the development of the latter type of ability but not definitively. Similarly, ageing has a greater impact on the retention of the latter type of ability than the former. Nevertheless, constant exercise of cognitive activity means that a high level of performance can be maintained and makes new learning processes possible.

Keywords: Europe; Lifelong learning; Cognitive skill; Cognitive process; Learning process; Individual development
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

438

TD/INT 55.149
Kunzel, Klaus.

Learning as a lifelong process?: psychological and pedagogical comments on the learning society.

IN: Vocational training European journal. Vol. II/III,(8/9), Mai-December 1996, p. 86-90

This article seeks to shed light on the implications and pedagogical consequences of moves towards a learning society from the microperspective. The development of an expansive learning (Holzkamp) ability plays a focal role in this context. The assertive interpretation of learning lends major biographical importance to the way the subjects handle knowledge and deal with uncertainty. In developing a lifelong learning programme, strategies will be required to avert the exclusion of a growing number of people. It is the task of all educational establishments and learning contexts to close this humanization gap.

Keywords: Europe; Lifelong learning; Learning process; Educational opportunity; Access to education; Pedagogics
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

439

TD/INT 55.150
Behrendt, Erich; Hakenberg, Peter.

Training while in employment of unskilled and semi-skilled workers: the Training drive '95 launched by the Ford factory in Cologne.

IN: Vocational training European journal. Vol. II/III,(8/9), Mai-December 1996, p. 91-97

The Training drive '95 launched by Ford-Werke is a new path which enables unskilled and semi-skilled workers to acquire, a posteriori, a vocational qualification. The combination of course instruction, learning at the workplace and self-learning phases creates a new form of training provision which can serve as a model for other companies. In particular the use of interactive learning programmes introduces a new quality to flexible learning which can also be offered to other workers in the form of self-learning centres. The overall concept is backed by scientific analysis and is also made available to small and medium-sized enterprises.

Keywords: Germany, Federal Republic; Delivery system; Vocational training; Training drive '95; Learning process;

sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

442

TD/INT 55.153

Munch, Joachim.

Continuing vocational training in the countries of the European Union: diversity of functions and special problems.

IN: Vocational training European journal. Vol. I,(7), January-April 1996, p. 3-7

The remarks within this article are based on the European Report which was compiled on the basis of national reports. The national reports describe the current state of continuing vocational training in each of the member states and discuss the measures taken to implement the common general guidelines (Art. 5 of the EC Council Decision of 29 May 1990) in each country.

In this article an attempt is made to reduce the complexity and diversity of continuing vocational training in the countries of the European Union to a few areas and a few ways of approaching problems and solutions.

Keywords: Europe; Continuing vocational training; International relations; International cooperation; Educational opportunity
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

443

TD/INT 55.154

Beeton, Danny; Duguid, Allan.

Good and bad use of open and flexible learning: findings of recent UK case studies.

IN: Vocational training European journal. Vol. I,(7), January-April 1996, p. 8-11

The study involved a review of the experience of three representative Training and Enterprise Councils (TECs) in introducing open and flexible learning (OFL) programmes as complements to their more conventional training programmes.

The study evaluated the relative cost-effectiveness of OFL for the TECs in terms of reduced unit costs, greater effectiveness in achieving jobs and qualifications and improvements to the local learning infrastructure.

The study concluded that OFL had achieved 10-50 percent reductions in unit costs, significant improvements in outcomes and the widening and integration of the local provider network.

Keywords: UK; Open learning; Flexible delivery; Access to education; Training system; Evaluation; Case study; Training Enterprise Council; TEC; Cost effectiveness
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

444

TD/INT 55.155

Collis, Betty.

Does more technology mean more choice for the learner?: experiences from the TeleScopia Project.

IN: Vocational training European journal. Vol. I,(7), January-April 1996, p. 12-19

The TeleScopia Project involved the application of a flexible delivery platform for trans-European tele-learning. This paper briefly describes the six courses delivered in the framework of the project, how their designers adapted the courses when given access to a range of technologies, and some key results relating to pedagogical innovation emerging from the project. In particular, with more technology available, the assumption often is that more choices will be available to the learner. In TeleScopia, the courses themselves became more innovative because of the broader range of technologies available, but relatively little choice was made available to the learner within the courses themselves. In the framework of the TeleScopia experience, a number of considerations with respect to flexible learning in trans-European course delivery are discussed.

Keywords: Europe; TeleScopia Project; Flexible delivery; Access to education; Educational technology; Distance education; Case study
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

445

TD/INT 55.156

Zedler, Reinhard.

Some remarks on modular training in the Federal Republic of Germany.

IN: Vocational training European journal. Vol. I,(7), January-April 1996, p. 20-21

In recent months there has been a growing discussion of training modules and modular concepts in vocational training in the Federal Republic of Germany. But, very often, it is not quite clear what is actually meant by these terms. In a paper prepared in December 1995, the leading confederations in the German industry and the Trade Advisory Board for Vocational Education explained that the concept of modules can be applied in different contexts, such as in didactic methodology, in continuing training, in vocational training, for the acquisition of additional qualifications and for specific target groups. In this discussion on modular training in the Federal Republic of Germany, a distinction may be made between two key areas: one is the utilisation of modules in vocational training practice, the other is the policy discussion on modules in vocational education and training.

Keywords: Germany, Federal Republic; Modular training; Modular unit; Evaluation; Vocational training; Educational policy
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

446

TD/INT 55.157
Hammer, Hans Dieter.

Modular initial and continuing education and training: a comparative survey of the education system in the United Kingdom and Germany.

IN: Vocational training European journal. Vol. I,(7), January-April 1996, p. 22-27

An education system which is based on entitlement develops the integral system of education. An education system which gives priority to self-development initiatives develops the modular system. In other words, "modular education and training" and "integral education and training" are the outcomes of fundamental value conceptions in society. Both conceptions can, however, become mutually enriching, at least in the field of post-secondary education (university studies, higher vocational education, general and vocational further education) and in the recognition of non-remunerated work, if all young persons and young adults are given the possibility of access to professional activities (social obligation to reduce youth unemployment in all member states of the European Union).

Keywords: UK; Germany, Federal Republic; Modular training; Modular unit; Postcompulsory education; Continuing education; Survey; Educational system
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

447

TD/INT 55.158
Wiegand, Ulrich.

Modules in vocational training.

IN: Vocational training European journal. Vol. I,(7), January-April 1996, p. 28-30

Within the public debate, modules, part-qualifications, training units or even the call for the introduction of a modular approach to vocational training are being increasingly mooted as possible strategies to solve the problems in this field.

Keywords: Europe; Germany, Federal Republic; Modular training; Modular unit; Vocational training; Flexible delivery; International cooperation
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

448

TD/INT 55.159
Otter, Sue.

Modularisation and qualifications reform in the UK: some realities.

IN: Vocational training European journal. Vol. I,(7), January-April 1996, p. 31-34

The nature and structure of post-16 qualifications in the UK has undergone radical change in the last decade. Many traditional three year undergraduate degrees have become modular and are offered in a semester rather than a term structure, and a completely new system of reformed vocational qualifications has emerged, with considerable government backing, offering alternative routes into work and into higher education. The potential for a flexible system of qualifications, responsive to the needs of young people and adults and providing support for those entering, or progressing in the labour market has never been better. This paper addresses some of the realities of the reforms.

Keywords: UK; Educational reform; Modular training; Modular unit; Postcompulsory education; Vocational education; Qualifications; Outcome of education; Flexible delivery
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

449

TD/INT 55.160
Barton, Dick.

Organization design and on-the-job learning: their relationship in the software industry.

IN: Vocational training European journal. Vol. I,(7), January-April 1996, p. 35-39

This paper examines the hypothesis that skills shortages in industry are sometimes created within industry itself by designing organizations in a way that limits opportunities for skill development. The example studied was the software industry, in which the required skills change fast and skills shortages are frequently reported. Six software projects were studied along with books and courses on project management and the labour market for software workers. Some projects were designed with very restricted opportunity for workers to develop new skills and skill development was not highly regarded by management. Others were designed differently, allowing workers to develop a wide range of skills. In conclusion, this crucial industry may be assisting its own skills shortage through ignorance about skill development and political control of skill acquisition.

Keywords: Skill development; On-the-job training; Computer industry; Access to education; Staff development; Skill shortage; Teaching and training material
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

450

TD/INT 55.161
Blum, Franz; Hensgen, Anne; Kloft, Carmen; Maichle, Ulla.

Programmed exercises: a measure of competence to perform occupational activities.

IN: Vocational training European journal. Vol. I,(7), January-April 1996, p. 40-43

The purpose of the project was to develop ways of formulating examination exercises which shed light on various aspects of competence to perform occupational activities. The first part of the project, which sought to establish how far this can be achieved by programmed exercises, is now complete. The approach was to be so general that its applicability was limited neither to certain subject matter nor to specific forms of examinations and exercises.

Keywords: Competence; Performance indicator; Occupational qualification; Skill certification; Outcome of education; Examination
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

451

TD/INT 55.162
Harke, Dietrich; Nanninga, Regina.

Pedagogical skilling and promoting cooperation: a continuation training model for vocational training personnel.

IN: Vocational training European journal. Vol. I,(7), January-April 1996, p. 44-48

The results of the evaluation of the so-called Qualification Pilot Project show how a joint long-term continuation training course for trainers, teachers and social educators can enhance their pedagogical skills and improve cooperation between these players. The article presents the design, methods and experience of the pedagogical and psychological continuation training course for training personnel.

Keywords: Continuing education; Training of trainers; Pedagogics; Professional knowledge; Trainer
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

452

TD/INT 55.163
Nielsen, Soren P.

Pedagogical innovation in Danish vocational education and training.

IN: Vocational training European journal. Vol. I,(7), January-April 1996, p. 49-56

This article aims to present the framework of, and methods applied in, the pedagogical innovation process in Danish vocational education and training. The focus is on pedagogical innovative capacity, particularly the infrastructure created to support a renewed dynamism. The logic of presentation is as follows: firstly a broad introduction is given to the specific Nordic tradition of pedagogical research and development work. Secondly some basic structures and functions in the Danish VET system are described and put into perspective by contrasting the Danish system with the German dual VET system and the Swedish school-based VET system. And thirdly a critical assessment of Danish innovation strategy as a tool for developing the VET system is undertaken. Some of the critical remarks expressed in the OECD examiners' report of 1994 are considered at the end of the article.

Keywords: Denmark; Pedagogics; Vocational education; Vocational training; Professional knowledge; Educational reform; Educational research; Training system
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

453

TD/INT 55.164
Ambrosio, Maria Teresa.
New trends in vocational training: two examples of innovation from Portugal.
IN: Vocational training European journal. Vol. I,(7), January-April 1996, p. 57-63

Vocational training is central to present economic and social development strategy, particularly at the European level. However, the effort and investment demanded in this connection of all the member states of the European Union and of all the social partners presupposes increasing innovation in all areas of vocational training, as well as the readjustment of concepts, aims and practice in the light of the new relationships between training and employment, education and training, qualifications and skills, and information and learning. In this article the author describes the current innovatory trends in the field of vocational training and of training in the broader sense, as well as the problems that arise, and discusses innovatory practices with reference to two current projects in Portugal.

Keywords: Europe; Portugal; Vocational training; Pedagogics; Educational reform; Educational policy; Case study
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

454

TD/INT 55.165
Alfthan, Torkel; Jonzon, Bjorn.
Retraining adult workers in Sweden.
Geneva: Training Policy and Programme Development Branch, International Labour Office, 1994. vii, 25 p.
(Training policy study, no. 3)

This study is one of several prepared in the framework of research undertaken by the ILO's Training Policy Branch on the subject of national experiences in retraining workers who have been, or are in danger of being, laid-off due to economic restructuring. In an effort to draw lessons from these national experiences, the research has focused in particular on examining training programme design and implementation and evaluating and analysing the training outcomes.

The present paper has been written for an ILO comparative research study which analyses country approaches to retraining under conditions of structural adjustment. The paper is based on the findings of a mission to Sweden (Stockholm) in March 1993. It gives an overview of Swedish labour market training policies and programmes. When the authors examine them they endeavour to answer the following questions: What are the objectives of retraining programmes?; Who is selected for retraining?; In what types of skills and occupations is retraining given?; How is the retraining organized and conducted?; What does it cost and who pays?; What have been the outcomes and results of the retraining programmes? and What lessons can be drawn from Sweden's experience with retraining?

Keywords: Sweden; Educational policy; Training policy; Educational reform; Postcompulsory education; Retraining; Adult education; Training employment relationship; Industry restructuring; Organisational change
ISBN: 9221093085

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

455

TD/INT 55.166
Johanson, Richard.
Retraining adults in Germany.
Geneva: Training Policy and Programme Development Branch, International Labour Office, 1994. xi, 29 p.
(Training policy study, no. 4)

This study is one of several prepared in the framework of research undertaken by the ILO's Training Policy Branch on the subject of national experiences in retraining workers who have been, or are in danger of being, laid-off due to economic restructuring. In an effort to draw lessons from these national experiences, the research has focused in particular on examining training programme design and implementation and evaluating and analysing the training outcomes.

This country study explains and analyses the German system of adult vocational education training, focusing on retraining adults for new occupations. The purpose of the study is to draw conclusions and lessons that may be relevant to other countries that are (a) faced with massive numbers of adults displaced by structural adjustment of the economy, and (b) establishing new national systems of adult training and retraining. The study is structured around seven sets of questions, namely: Why train and retrain adults? What are the rationales and purposes?; Retraining for whom? How is it decided which people should be retrained?; Retraining for what occupations? How is it decided for what new occupations adults should be trained?; Who is responsible? Which organizations conduct retraining and how is it financed?; How is retraining organised and conducted?; What are the results and outcomes of retraining? and What conclusions and lessons can be drawn for other countries?

Keywords: Germany, Federal Republic; Educational policy; Training policy; Educational reform; Postcompulsory education; Retraining; Adult education; Training employment relationship; Industry restructuring; Organisational change
ISBN: 9221093107

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

456

TD/INT 55.167
Johanson, Richard.
Ireland: adult training and retraining.
Geneva: Training Policy and Programme Development Branch, International Labour Office, 1994.
xi, 33 p.
(Training policy study, no. 5)

This study is one of several prepared in the framework of research undertaken by the ILO's Training Policy Branch on the subject of national experiences in retraining workers who have been, or are in danger of being, laid-off due to economic restructuring. In an effort to draw lessons from these national experiences, the research has focused in particular on examining training programme design and implementation and evaluating and analysing the training outcomes.

This country study explains and analyses the Irish system of adult vocational education training, focusing on retraining adults for new occupations. The underlying purpose of the study is to draw conclusions and lessons that may be relevant to other countries that are (a) faced with massive numbers of adults displaced by structural adjustment of the economy, and (b) establishing new national systems of adult training and retraining. The study is structured around seven sets of questions, namely: Why train and retrain adults? What are the rationales and purposes?; Who is responsible? Which organizations conduct retraining and how is it financed?; Retraining for whom? How is it decided which people should be retrained?; Retraining for what occupations? How is it decided for what new occupations adults should be trained?; How is retraining organised and conducted?; What are the results and outcomes of retraining? and What conclusions and lessons can be drawn for other countries?

Keywords: Ireland; Educational policy; Training policy; Educational reform; Postcompulsory education; Retraining; Adult education; Training employment relationship; Industry restructuring; Organisational change
ISBN: 9221093174

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

457

TD/INT 55.168
Chalmers, Norma J.
Retraining under conditions of restructuring: Japan.
Geneva: Training Policy and Programme Development Branch, International Labour Office, 1994.
ix, 33 p.
(Training policy study, no. 6)

This study is one of several prepared in the framework of research undertaken by the ILO's Training Policy Branch on the subject of national experiences in retraining workers who have been, or are in danger of being, laid-off due to economic restructuring. In an effort to draw lessons from these national experiences, the research has focused in particular on examining training programme design and implementation and evaluating and analysing the training outcomes.

This paper looks at structural adjustment in Japanese industry and at retraining as an integral part of the process. The paper takes account of some of the major trends in Japanese industry and its industrial workforce such as the increasing importance of the tertiary sector of the industry, the mismatch in labour supply and demand and demographic and attitudinal changes in the workforce.

Keywords: Japan; Educational policy; Training policy; Educational reform; Postcompulsory education; Retraining; Adult education; Training employment relationship; Industry restructuring; Organisational change
ISBN: 9221093441

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

458

TD/INT 55.169
Amadeo, Edward J.
Retraining under conditions of adjustment: Brazil.
Geneva: Training Policy and Programme Development Branch, International Labour Office, 1994.
ix, 19 p.
(Training policy study, no. 7)

This study is one of several prepared in the framework of research undertaken by the ILO's Training Policy Branch on the subject of national experiences in retraining workers who have been, or are in danger of being, laid-off due to economic restructuring. In an effort to draw lessons from these national experiences, the research has focused in particular on examining training programme design and implementation and evaluating and analysing the training outcomes.

This study deals with the following question: are the main training institutions in Brazil adapted to face the challenges posed by structural adjustment? After looking at a few general assumptions regarding vocational education under conditions of unemployment and adjustment, the author provides a brief description of recent changes in the Brazilian labour market. The author then examines the major training agency for industrial workers in Brazil (SENAI) focusing on the characteristics and performance on SENAI graduates, the structure and nature of courses, and the relationship between firms and SENAI. With the scanty information available, a brief description of the training agency for the tertiary sector (SENAC) is provided. The final remarks and recommendations focus on SENAI and the conclusion is that it is not well adapted to deal with the demands associated with the changes which the Brazilian labour market is undergoing.

Keywords: Brazil; Educational policy; Training policy; Educational reform; Postcompulsory education; Retraining; Adult education; Training employment relationship; Industry restructuring; Organisational change
ISBN: 9221093506

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

459

TD/INT 55.170
Bulgarelli, A.; Giovine, M.

Decentralization of vocational training in Italy.

Geneva: Training Policy and Programme Development Branch, International Labour Office, 1994. vii, 16 p.
(Training policy study, no. 10)

This study is one of several prepared in the framework of research undertaken by the ILO's Training Policy Branch on the subject of national experiences in attempting to improve the efficiency, effectiveness and impact of public training systems. The research has focused in particular on the decentralization of training as a means of enhancing flexibility and responsiveness to local labour market conditions.

The overall picture outlined in this report shows that the regional vocational training system is in urgent need of organisational and institutional reform. Some of the negative aspects, above all those connected with the inadequate coordination of the action undertaken in the various regions and provinces, can be attributed to the historical background of decentralization in this sector.

Keywords: Italy; Educational reform; Educational policy; Vocational training; Training system; Training employment relationship; Labour market; Industry restructuring; Organisational change
ISBN: 9221093476

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

460

TD/INT 55.171
Vasquez, Oscar Corvalan; A. M. B. Peluffo.

Privatization and vocational training in Chile.

Geneva: Training Policy and Programme Development Branch, International Labour Office, 1994. vii, 51 p.
(Training policy study, no. 11)

This study is one of several prepared in the framework of research undertaken by the ILO's Training Policy Branch on the subject of national experiences in attempting to improve the efficiency, effectiveness and impact of public training systems. The research points to the process of privatization of public enterprises which had occurred in Chile from 1974 on and its implications on the vocational training system at the enterprise and at the macro-economic level as well.

The privatization of public enterprises in Chile can be divided into two periods. From 1974 to 1984, non-traditional enterprises were privatized, and enterprises which had been incorporated into the State orbit by the Allende government from 1971-73 were returned to their former owners. From 1985 to 1989, a number of traditionally public enterprises, including those linked to the production of steel, electricity, telephones, nitrate and sugar, as well as air transport and other enterprises, were privatized.

Only during this last period were some vocational training activities implemented, either as a means of informing workers about becoming shareholders, or as a way to improve management, productivity, customer services, or the technological capacity of the enterprise.

Training programmes focusing on organizational development problems and adaptation of the work force to privatized industry, had they been put into place, would have produced more positive results for the new owners, as well as for the workers.

Keywords: Chile; Educational policy; Training policy; Educational reform; Vocational training; Training employment relationship; Industry restructuring; Organisational change; Privatisation
ISBN: 9221095533

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

461

TD/INT 55.172
Carnoy, Martin; Fluitman, Fred.

Training and the employment problem of industrialized countries.

Geneva: Training Policy and Programme Development Branch, International Labour Office, 1994. 42p.
(Training policy study, no. 15)

The question addressed in this paper is whether improved education, and particularly job-related training, are in fact important components of a solution to the employment problem of industrialized economies, and, if so, what form they should take to be most effective. The focus is specifically on the training proposals contained in a number of recent policy reports emerging from Europe and the United States.

Keywords: Europe; USA; Educational policy; Training needs; Educational reform; Postcompulsory education; Skill development; Training employment relationship; Labour market; Outcome of

education; Employment
ISBN: 9221097641

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

462

TD/INT 55.173
Garcia, A. Arteaga; Romero, S. Sierra; Von Bulow, M.
Human resource development in Mexico: recent policies.
Geneva: Training Policy and Programme Development Branch, International Labour Office, 1996. xi, 82 p.
(Training policy study, no. 22)

This study reviews human resource development policy in Mexico between 1982 and 1995, a period marked by profound permutations and recurring economic crises. Primarily, these policies focus upon employment promotion and training, particularly regarding the so-called active labour market policies, as well as efforts to move away from the coercive model towards one based on demonstrational effects attractive to businesses and unions.

To illustrate the efficiency and permeability of governmental policy, two industries are analyzed - the needle trades and the automobile industry - industries whose employment and training modernization tendencies have been assumed to be contradictory. The results presented herein do not, however, support this supposed polarization, but rather reveal complex behaviour based on differing management strategies.

The study addresses itself to the main actors of the labour and training markets including policy-makers, employers' and workers' organizations, and leaders within the automobile and textile industries.

Keywords: Mexico; Educational policy; Educational reform; Human resource development; Skill development; Training employment relationship
ISBN: 9221102424

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

463

TD/INT 55.174
Wolfinger, Claudia.
Training for transition from school to work in Germany.
Geneva: Training Policies and Systems Branch, International Labour Office, 1996. iii, 28 p.
(Training policy study, no. 24)

This two-section paper deals with the German dual training system's approach to youth unemployment and patterns in the school-to-work transition. Section one examines the youth unemployment problems causally linked to the training and labour markets. Section two analyses the concepts underlying the training-to-employment transition.

Keywords: Germany, Federal Republic; Transition from school to work; Training employment relationship; Youth unemployment; Labour market; Dual system; Educational system
ISBN: 9221102793

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

464

TD/INT 55.175
Bourdon, Jean.
Sauvegarde des competences professionnelles et ajustement structural: le cas de la Guinee.
Geneve: Service d'Elaboration des Politiques et Programmes de Formation, Bureau International du Travail, 1994. xvi, 76 p.
(Etudes de politique, no. 12)

The text is written only in French. The author attempts to determine the relative effectiveness of training programmes in Guinea, and their "passive" (for income) or "active" (for professional development) orientation. It is not a question of making a total assessment, but of analysing from representative examples the links between training and employment. The political context is favourable at this time as the government has, for some years, been trying to restore national competencies though initial and continuous training.

Keywords: Guinea; Educational policy; Training policy; Educational reform; Training employment relationship; Government policy; Educational system; Competence; Professional knowledge
ISBN: 9222096215

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

465

TD/INT 55.176
Zygmunt, Christian; Rose, Jose.
Des politiques publiques d'incitation a la formation professionnelle continue: propositions pour une demarche d'analyse.
Geneve: Service d'Elaboration des Politiques et Programmes de Formation, Bureau International du Travail, 1994. vii, 55 p.
(Etudes de politique, no. 13)

The text is written only in French. This study is one of several prepared in the framework of research undertaken by the ILO's Training Policy Branch with the aim of helping the decision making process and to improve the efficiency, effectiveness and impact of national training systems on employment, economic performance and social development.

The present study is centred on the role and influence that the mechanisms and choices have on the behaviour of the various stakeholders with regard to the development and quality of the training.

Keywords: Educational policy; Educational reform; Training employment relationship; Government policy; Educational system; Continuing vocational training
ISBN: 9222093070

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

466

TD/INT 55.177
Stankiewicz, Francois.

Ajustement structurel et formation au Niger.

Geneve: Service d'Elaboration des Politiques et Programmes de Formation, Bureau International du Travail, 1994. xi, 54 p.
(Etudes de politique, no. 14)

The text is written only in French. This study is one of several prepared in the framework of research undertaken by the ILO's Training Policy Branch with the aim of helping the decision making process and to improve the efficiency, effectiveness and impact of national training systems on employment, economic performance and social development.

The present study was run in close cooperation with the project on structural adjustment. It offers a detailed analysis of the public office in Niger; it shows that the implementation of an effective policy of training continues with the process of organisational change. This structure is at the same time flexible enough to allow the civil servants to be part of the modernisation of the administration.

Keywords: Niger; Educational policy; Training policy; Educational reform; Training employment relationship; Government policy; Educational system
ISBN: 9222093798

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

467

TD/INT 55.178
Lefresne, Florence.

La nouvelle donne de l'insertion professionnelle des jeunes en France.

Geneve: Service d'Elaboration des Politiques et Programmes de Formation, Bureau International du Travail, 1995. 19 p.
(Etudes de politique, no. 19)

The text is written only in French. Over a range of years, the conditions for young people have changed considerably - the lengthening of the study time, the improvement of initial training levels, reduction in the number of young people being recruited, and changes in the employment and unemployment statutes. The first part of this report sets out an inventory of the situation of young French: it looks at initial schooling, access to employment, and unemployment. The second part of the report looks at the part the public authorities play and their answers for the difficulties faced by young people and draws up an assessment of the impact of the suggested answers.

Keywords: France; Youth; Educational policy; Educational reform; Training employment relationship; Government policy; Educational system; Youth unemployment; Youth employment; Outcome of education
ISBN: 9222100328

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

468

TD/INT 55.179
Guemara, Jamel.

L'ajustement structural et la formation professionnelle: quelles lecons tirer de l'experience tunisienne?

Geneve: Service d'Elaboration des Politiques et Programmes de Formation, Bureau International du Travail, 1996. xiii, 38 p.
(Etudes de politique, no. 20)

The text is written only in French. Vocational training has a significant role to play in the process of change. It facilitates the mobility and flexibility of labour. It aids international competitiveness due to the improvement in qualifications. It contributes to the reduction of the social cost of change, in particular through the reclassification of workers who have been victims of changes within the labour market.

To understand the nature of this change an analysis is presented outlining the evolution of organisational change in Tunisia. A program of measurement called PAS (STEP) is presented. The second part covers the genesis and historical evolution of vocational training. This is followed by a discussion of the implementation of PAS (STEP), highlighting the phases of this programme that deal with the search for an adequate solution to the difficulties of the training employment relationship. The third part sets out measures that will favour the evolution of the PAS (STEP) program, both at an institutional level and at the level of programme implementation. The fourth part evaluates the reform that has been undertaken and clarifies the outstanding problems.

Keywords: Tunisia; Labour market; Educational policy; Educational reform; Training employment relationship; Government policy; Educational system; Vocational training; PAS
ISBN: 9222101618

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

469

TD/INT 55.180
Gizard, Xavier.

Metaevaluation des programmes de formation focalises sur les publics les plus defavorises des pays de l'Union Europeenne.

Geneve: Service d'Elaboration des Politiques et Programmes de Formation, Bureau International du Travail, 1996. 35 p.
(Etudes de politique, no. 21)

The text is written only in French. The study covers the European Union as it was in 1995. The main outstanding questions will be the determining factors for the success or failure of the policy enterprises. The first is concerned with the existence, or not, of the will of the company to train. The second area is how Europe is dealing with the new technologies of education and training. Finally, a large unknown factor is exactly what the European policy will be and how that fits with the economic and social policies on one hand, and what support education and vocational training will have on the other hand, beyond 1999.

Keywords: Europe; Educational policy; Educational reform; Government policy; Educational system; Future
ISBN: 9222101987

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

470

TD/INT 55.181
Gaude, Jacques.
Relations entre les nouvelles formes de travail, la formation et l'insertion professionnelle.
Geneve: Service d'Elaboration des Politiques et Programmes de Formation, Bureau International du Travail, 1995. 26 p.
(Etudes de politique, no. 23)

The text is written only in French. This report examines the international context and the organisational changes that confront companies with regard to increasing globalisation and pressures of competition. An analysis is provided of the links between training and work. A brief presentation of two case studies, for engineering and for banking, is provided followed by a conclusion that sets out the basic questions that still need to be dealt with.

Keywords: Organisational change; Educational policy; Educational reform; Training employment relationship; Banking; Engineering industry
ISBN: 9222102592

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

471

TD/INT 55.182
Carton, M.; Maurer, J. L.
Formation, industrialisation et liberalisation economique: le cas de l'Indonesie.
Geneve: Service d'Elaboration des Politiques et Programmes de Formation, Bureau International du Travail, 1996. ix, 83 p.
(Etudes de politique, no. 27)

The text is written only in French. This study looks at the consequences of economic liberalisation and organisational change for industrialisation and training in Indonesia, and at the government's reform programme.

Keywords: Indonesia; Organisational change; Industry; Training; Training employment relationship
ISBN: 9222103882

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

472

TD/INT 55.183
Medina, Luis J. Garrido.
Diagnostico sobre el paro juvenil y politicas para facilitar la entrada al primer trabajo: el caso de Espana.
Ginebra: Servico de Politicas de Capacitacion y de Desarrollo de Programas de Formacion, Organisacion Internacional del Trabajo, 1995. 49 p.
(Estudios de politicas, no. 16)

The text is written only in Spanish. The report provides an analysis of youth unemployment and policies aimed to improve the employment of youth in Spain. The economy of Spain has been characterised by high unemployment rates in the past. This problem has resurged and has been aggravated by changes in the demography, changes in the industrial sectors, economic crises, the return of emigrants, the social shift of the position of women, the decrease in the number of jobs in the low level occupations and the difficulties in trying to adapt to conditions of rapid growth. The policies that are adopted should allow for improving the links between training and finding employment, taking into account the general difficulties that youth often find in gaining their first job. At the same time the benefits and influence of work experience must be taken into account.

Keywords: Spain; Youth; Educational policy; Educational reform; Training employment relationship; Government policy; Educational system; Youth unemployment; Youth employment; Outcome of education
ISBN: 9223099463

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

473

TD/INT 55.184
Ruetalo, Jorge.
Juventud, trabajo y educacion: el caso del Cono Sur de America Latina.
Ginebra: Servico de Politicas de Capacitacion y de Desarrollo de Programas de Formacion, Organisacion Internacional del Trabajo, 1996. 29 p.
(Estudios de politicas, no. 25)

The text is written only in Spanish. Using the South Cone of Latin America as a case study, this report looks at youth, work and education. Within the definition of South Cone, the cases of Argentina, Chile and Uruguay are considered. Despite the differences in the sociocultural, political and economies of these three countries they share similar indicators of development and national character in matters of policies that support youth in gaining employment.

Keywords: Latin America; Uruguay; Argentina; Chile; Youth; Training employment relationship; Youth unemployment; Youth employment; Outcome of education; Government policy
ISBN: 922310291X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

474

TD/INT 55.185
Indonesia. Ministry of Education and Culture. Taskforce on Vocational Education and Training.
Skills towards 2020 for global era: taskforce report on the development of vocational education and training in Indonesia.
Indonesia: Ministry of Education and Culture of the Republic of Indonesia, [1997]. xxiii, 75 p.

This is the English language version of this report. This report makes proposals to implement policies on vocational education and training which have previously been announced by the Minister. The eight sections cover: The economic imperative; Vocational education for Indonesia's future; An industry driven training system; The students and the courses; Flexible pathways; The training providers; The management of the system; and A program outline for change. The appendices provide further information on: The concept of a skills passport; Directorate of Technical and Vocational Education, MOEC, organization structure; Minister of Education and Culture decree re formation of taskforce structure; and a List of taskforce members.

Keywords: Indonesia; Training system; Vocational education; Vocational training; Educational system; Skill development; Standard; Learning process; Access to education; Government policy; Educational policy
ISBN: 9799001056

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

475

TD/INT 55.186

Cramer, Chris; Weeks, John.

Analytical foundations of employment and training programmes in conflict-affected countries.

Geneva: Training Policies and Systems Branch, International Labour Office, 1998. ix, 31 p.
(ILO Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict)

This document has been prepared on the basis of the country studies, policy framework and other analyses already generated by the ILO Action Programme on skills and entrepreneurship training for countries emerging from armed conflict. This document also reflects other relevant materials outside the programme. A number of critical issues are identified that require consideration in the elaboration of employment and training programmes in the conflict-affected context.

This paper considers the analytical basis for the design, implementation and monitoring of employment promotion and skills training programmes. Though each conflict has its own specificities, the economic and social context of employment generation and skills training can be viewed in a general analytical framework. In each conflict situation the challenges will differ, with regard to level of development, the ethnic composition of the population, the origins of the conflict, and many other factors. This complexity implies limits to the extent to which a general analysis can be formulated.

General to all conflict situations is that programmes should be inclusive to avoid aggravating old tensions or creating new ones. This implies that all programmes have a gender dimension based upon the concrete experience of conflict. Similarly, the particular problems of persons with disabilities should be addressed without segregating them into economic and social ghettos. This theme, addressing the problems of particular groups within a framework of inclusiveness, is central to the analysis.

Keywords: Military personnel; Retraining; Access to education; Skill development; Training programme; Labour market; Training employment relationship
ISBN: 922110933X

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

476

TD/INT 55.187

Lobner, Sabine.

Life skills for the world of work: experiences in South Africa.

Geneva: Training Policies and Systems Branch, International Labour Office, 1997. vii, 33 p.
(ILO Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict)

This document is an input to the ILO Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict. The programme has undertaken several country-level research activities to generate relevant data and insights. This study in one example.

Life skills training is increasingly attracting attention as an important element in the preparation of people for the world of work. Life skills, as examined in this report, encompass orientation for the world of work, adult basic education, social and basic management skills. The author provides an analysis of a variety of programmes in the area of life skills in South Africa and draws a number of lessons which can also be applicable to other countries. The report demonstrates that life skills increase efficiency and quality of work. In the post-conflict context, it is observed that life skills training enhances creativity and capacity to deal with the difficult period of transition to a peaceful society. The report makes a number of proposals regarding policy and programme to guide future action.

Keywords: South Africa; Skill; Access to education; Outcome of education; Skill development; Training programme; Labour market; Training employment relationship; Government policy
ISBN: 9221107418

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

477

TD/INT 55.188

Report of the ILO interregional seminar on reintegration of conflict-affected groups through skills training and employment promotion, 3-7 November 1997, Turin.

Geneva: Training Policies and Systems Branch, International Labour Office, 1997. 51 p.
(ILO Action Programme on Skills and

Entrepreneurship Training for Countries Emerging from Armed Conflict)

The interregional seminar on reintegration of conflict-affected groups through skills training and employment promotion was organised by the ILO Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict in co-operation with the ILO International Training Centre, Turin. It took place from 7 to 11 November 1997 in Turin, Italy, in accordance with the decision of the ILO Governing Body at its 269th session.

The objectives of the seminar included the following:

- ❑ examination of the critical issues and challenges to employment and skills training for reintegration of conflict-affected groups and consideration of an appropriate ILO conceptual and comprehensive policy framework for tackling skills training and employment promotion in the conflict-affected countries;
- ❑ pre-testing of the draft guidelines and training elements for national and international capacity-building in planning, designing, implementing, monitoring and evaluating programmes for training and employment of conflict-affected groups; and,
- ❑ identification of effective ILO and the tripartite members' follow-up to the results of the Action Programme and the needs identified.

Keywords: Skill; Retraining; Access to education; Skill development; Training programme; Labour market; Training employment relationship; Training system; Strategic planning; Future
ISBN: 9221109259

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

478

TD/INT 55.189
Walsh, Martha.
Post-conflict Bosnia and Herzegovina: integrating women's special situation and gender perspectives in skills training and employment promotion programmes.
Geneva: Training Policies and Systems Branch, International Labour Office, 1997. xi, 50 p.
(ILO Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict)

This document is an input to the ILO Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict. The programme has undertaken several country-level research activities to generate relevant data and insights. This study is one example.

This study examines the gendered consequences of war. They include gender role changes emanating from exigencies of the conflict-affected context; weakened community structures, cohesion and trust and their impact on women's coping strategies and vulnerability after war; increase in numbers and vulnerability of female-headed households; and greater differences between men and women in their opportunities in the postwar labour market including greater discrimination against women and their limited representation in decision-making bodies. On the other hand, men appear to receive limited focus in the programmes set up to tackle the war-related psychological traumas of the population. This could have adverse effects on women in terms of the high level of male violence against them in postwar households. The report also shows that pre-war differences in the conditions of diverse groups of women influence the impact of war on them.

The study finds, from a review of some of the ongoing postwar projects executed by the different international agencies and NGOs, that they do not contribute substantially to empowering women enhancing their absorption in emerging productive opportunities in the labour market. On the whole, they do not target women's strategic needs.

Keywords: Bosnia; Hercegovina; Women; Access to education; Skill development; Training programme; Labour market; Training employment relationship; Sex discrimination; Equal opportunity
ISBN: 9221106780

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

479

TD/INT 55.190
Specht, Irma; van Empel, Carlien.
Enlargement: a challenge for social and economic reintegration: targeting ex-combatants or all war-affected people?
Geneva: Training Policies and Systems Branch, International Labour Office, 1998. iv, 53 p.
(ILO Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict)

With the large number of armed conflicts in the world today, reintegration of the many conflict-affected groups has been the focus of a number of local and international efforts as an integral part of the peace-building process. There has tended to be a bias in favour of ex-combatants in these efforts, owing to the threat they could pose in terms of a resumption of fighting. Increasingly, a number of local and international development agencies have been advocating enlarging reintegration projects and programmes for ex-combatants to also include and benefit other conflict-affected groups. A few attempts have already been made in this area. Analysis of these efforts could provide valuable lessons for future action. As part of the ILO Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict, an attempt was made to review some of the above efforts in Liberia.

Keywords: Liberia; Military personnel; Retraining; Access to education; Skill

development; Training programme; Labour market; Training employment relationship
ISBN: 9221112942

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

480

TD/INT 55.191
Bryant, Cecily A.

Training and employment programmes for war-affected populations: lessons from experience in Mozambique.

Geneva: Training Policies and Systems Branch, International Labour Office, 1997. vii, 51 p.
(ILO Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict)

This report is one of the intermediate outputs of the ILO Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict.

Vocational training to enhance employability is critical for war-affected people's reintegration into civil society in the aftermath of war. This report examines vocational training projects, implemented in Mozambique since the end of the country's civil war, to assist reintegration of demobalized soldiers. The author identifies a number of constraints and makes recommendations to enhance conception, implementation and impact of similar projects in the future.

Keywords: Mozambique; Military personnel; Retraining; Access to education; Skill development; Training programme; Labour market; Training employment relationship; Vocational training
ISBN: 9221105849

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

481

TD/INT 55.192

Challenges for skills training and employment promotion in a country emerging from armed conflict: report on an ILO seminar, Addis Ababa, Ethiopia, 7-10 October 1997.

Geneva: Training Policies and Systems Branch, International Labour Office, 1997. 27 p.
(ILO Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict)

The national seminar on "The challenges for skills training and employment promotion in a country emerging from armed conflict: problems, lessons learnt and proposals for follow-up", was organised by the ILO in cooperation with the Government of the Democratic Republic of Ethiopia. It was held from 7-10 October 1997 in Addis Ababa.

Among its aims were the following:

- to analyse the critical challenges to skills training and employment promotion for reintegrating conflict-affected groups and lessons gathered in this area
- to propose concrete follow-up proposals for effectively tackling the problems encountered, including action by the ILO, the tripartite constituents and other relevant parties.

Keywords: Skill; Retraining; Access to education; Skill development; Training programme; Labour market; Training employment relationship; Training system; Strategic planning; Future
ISBN: 9221108783

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

482

TD/INT 55.193
Date-Bah, Eugenia.

Sustainable peace after war: arguing the need for major integration of gender perspectives in post-conflict programming.

Geneva: Training Policies and Systems Branch, International Labour Office, 1996. v, 32 p.
(ILO Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict)

This working paper was undertaken within the framework of the ILO Action Programme for Countries Emerging from Armed Conflict. The programme is geared to providing guidelines and relevant data to post-conflict countries in planning and implementing programmes for the reintegration of war-affected populations. The needs of women and other vulnerable groups require special focus owing to the disproportionate impact of war on them and also to ensure that they are adequately integrated in the post conflict emergency, rehabilitation and development efforts. As this working paper shows, this is a complex task requiring consideration of a number of critical factors. The significance of demographic changes in the war context and their implications for women's already heavy burden are also examined. The paper attempts to identify proposals for policy and effective action.

Keywords: Retraining; Access to education; Skill development; Training programme; Labour market; Training employment relationship; Women; Training system; Government policy; Equal opportunity
ISBN: 9221102610

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph. +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

483

TD/INT 55.194
Nagarajan, Geetha.

Developing financial institutions in conflict affected countries: emerging issues, first lessons learnt and challenges ahead.

Geneva: Training Policies and Systems Branch, International Labour Office, 1997. ix, 32 p.
(ILO Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict)

This document has been prepared as an input to the ILO

Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict. Besides several country-level research activities to generate relevant data and insights, the programme has also prepared research papers that assess and compare experiences in several countries to come up with preliminary lessons learnt. This study is one example.

It examines a crucial input - the provision of micro-finance services - to the development of micro and small enterprises. It addresses the lack of knowledge concerning how to efficiently and effectively establish micro-finance intermediation in post-conflict countries.

Keywords: Financial policy; Fund; Financial aid; Policy formation; Skill development; Labour market; Employment
ISBN: 9221106918

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

484

TD/INT 55.195
Mitchell, Ayse G.
Strategic training partnerships between the state and enterprises.
Geneva: Employment and Training Department, International Labour Office, 1998. 48 p.
(Employment and training papers, 19)

The purpose of this paper is to create a better understanding of the issues and options involved in creating a favourable policy environment that promotes strategic training alliances between the state and private partners with a view to improving the skills of the workforce, thereby enhancing worker employability, enterprise competitivity and national growth. The paper is based on 14 case studies on public/private training partnerships in Australia, Chile, Denmark, France, Germany, India, Ireland, Cote d'Ivoire, Japan, Malaysia, South Africa, Spain, United Kingdom and the United States, as well as a review of published material, interviews and discussions at various seminars and conferences.

Section I puts training in the context of the changing work environment. Section II describes the impact of the new work environment on skill needs. Learning for employability and the enhancement of employability through flexible and continuous training is explored. Section III describes the concept of training partnerships, their objectives, their potential partners at the macro, meso and micro levels and their training aims. Section IV addresses the process of forming partnerships, and identifies critical policy factors that constrain or enhance public/private training alliances. Section V gives examples of training partnerships in action and how they can have a significant impact on the development of skilled manpower for enterprise competitivity and economic and social development.

Keywords: Government policy; Educational policy; Industry; Educational planning; Planning of training; Strategic planning; Training employment relationship; Outcome of education
ISBN: 9221110362

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

485

TD/INT 55.196
ILO and conflict-affected peoples and countries: promoting lasting peace through employment promotion.
Geneva: Training Policies and Systems Branch, International Labour Office, 1997. ii, 26 p.
(ILO Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict)

This document covers: the ILO's role; current ILO activities in conflict-affected countries including brief sections on the promotion for employment absorption, vocational training, vocational rehabilitation, employment intensive public works, labour legislation, trade unions, women, population issues and occupational health and safety; ILO contributions to peace making and other UN system work on post-conflict countries; ex-combatants; the Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict.

Keywords: Skill; Retraining; Access to education; Skill development; Training programme; Labour market; Employment; Training employment relationship; Strategic planning
ISBN: 9221106160

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

486

TD/INT 55.197
Guidelines for employment and skills training in conflict-affected countries.
Geneva: Training Policies and Systems Branch, International Labour Office, 1998. xii, 58 p.
(ILO Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict)

The large number of armed conflicts around the world and their impact constitute a major threat to development and social progress in the world today. Employment promotion and skills training are among the critical efforts required for effective reintegration of the millions of conflict-affected groups. They are also indispensable for reconstruction and sustainable peace building. However, the adverse socio-economic, political, psychological, physical and human consequences of armed conflicts make employment promotion and skills training a complex issue to tackle. Innovative approaches are required that take adequate account of the nature of the context and its challenges. The guidelines contained in this document are an effort to elaborate the required approaches. They have been prepared as a planning and support tool for policy makers, programme planners and implementers and for other relevant actors at the national, regional and international levels. The document analyses, in a succinct form, some of the key issues to be taken into account and provides specific programme guidelines. In addition, it attempts to spell out the ILO's potential actions.

Keywords: Skill; Retraining; Access to education; Skill development; Training programme; Labour market; Employment; Training employment relationship; Strategic planning
ISBN: 9221110354

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

487

TD/INT 55.198

Towards a framework for ILO policy and action in the conflict-affected context: training and employment promotion for sustainable peace.

Geneva: Training Policies and Systems Branch, International Labour Office, 1997. vi, 48 p.
(ILO Action Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict)

The ILO needs a policy framework to guide and reinforce its action and that of its constituents in conflict-affected contexts. Tackling the immense task of reconstruction, reintegration of large numbers of ex-combatants, the internally displaced, returning refugees, women, disabled persons, children, youth and other conflict-affected groups and of promotion of sustainable peace is a mammoth and complex undertaking. It calls for innovative strategies; involving community and national level actors, regional and international bodies; and forging strategic partnerships between them. Skills training and employment promotion, which fall within ILO's mandate, are critical elements in the required processes to rebuild livelihoods, communities, physical infrastructures and socio-economic life. Moreover they contribute to social healing, reconciliation and long-term peace. ILO's role in this context is thus crucial and needs a comprehensive and visible policy framework for it.

Paper for the interregional seminar on Reintegration of Conflict-Affected Groups through Skills Training and Employment Promotion, ILO Turin Centre, 3-7 November 1997.

Keywords: ILO; International Labour Organisation; Policy formation; Skill; Retraining; Skill development; Training programme; Labour market; Employment; Training employment relationship; Strategic planning

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

488

TD/INT 55.199

Women in technical trades.

Geneva: International Labour Office, 1990. 64 p.

The participation of women in the active labour force has been increasing steadily in both industrialised and developing countries. However, the evidence also shows that this participation tends to be concentrated in a few specific branches of economic activity, typically in community work, commerce and services. This renders women especially vulnerable to austerity drives, adjustment measures and recessions. To alleviate this situation one should aim at an equitable participation of women in all sectors of the economy. This requires equal opportunities in access to jobs as well as equality on the job.

The present book explores the way employment opportunities for women could be enhanced through vocational and technical education and training. It examines some of the factors that influence this process, with special reference to Africa and discusses the barriers to women's participation in technical education, training and employment. It goes on to develop a set of recommendations in this regard which will be of major interest to policy-makers and administrators of educational and training institutions.

Keywords: Women; Woman worker; Participation; Labour market; Employment opportunity; Nontraditional occupation; Equal opportunity
ISBN: 9221076504

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

489

TD/INT 55.200

Gagliardi, Raul; Alfthan, Torkel.

Environment training: policy and practice for sustainable development.

Geneva: International Labour Office, 1993. 93 p.

Increasing awareness of environmental issues and the implementation of environmental programmes has spurred the need for environmental training in many countries. The ILO has traditionally a mandate to improve the working conditions of workers everywhere. Education and training are major instruments in this task. It is now also increasingly recognised that environmental skills, knowledge and training should be part and parcel of training for employment.

Final report of the ILO project INT/90/02M/FRG

Keywords: Environmental education; Labour market; Teaching; Skill development; Employment

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

490

TD/INT 55.201

Barbagelata, Hector-Hugo.

Trends on labour legislation and training.

[Geneva]: International Labour Office, 1997. 36 p.

This comparative study of legislation on vocational training throughout the world is a very significant contribution to the current debate on the reform of training policies and systems in order to meet the new needs of a labour world that is undergoing rapid and deep transformations.

Changes in the organisation and management of productive processes, and in the content of work posts, are bringing about a veritable revolution in the way of acquiring, adapting, enriching, using, recognising and valuing the qualifications of a labour force. At the same time, in an effort to become competitive in the world market, or remain competitive, most countries have opted for a pattern of economic growth that has proved unable to generate the number and level of jobs required to absorb the productive capacity of the men and women who wish to work and are available to do so.

In view of this picture, pressures and expectations lead to a reform of education and training systems, in the hope that they can iron out the differences between manpower supply and demand, and reconcile the needs of economic growth to those of social equity, on the basis on an improved human capital. In industrialised countries as well as those in transition, and the ones in varying stages of development, training systems and policies are under close scrutiny, and show renewed dynamism in their pursuit of modernisation in order to attain higher levels of efficiency, effectiveness and equity.

If legislation is the key to knowledge of social reality, as the author says, this comparative study is of vital interest to promote the renovation and reform of vocational training systems.

This document was prepared to be submitted to the 13th Meeting of Heads of Vocational Training Institutions in the Caribbean, Curacao, 13th-15th October, 1997

Keywords: Legislation; Vocational training; Labour market; Training policy; Educational policy; Government policy; Educational reform; Educational system

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

491

TD/INT 55.202

Labour market review south west, summer 1998.

Bristol: Employment Service, 1998. 29 p

This issue contains a series of short articles that continue the discussion on the New Deal scheme from a variety of perspectives. These cover how the new programme was implemented in Cornwall, addressing the question of why the voluntary sector should embrace a government training scheme, an outline of the role and functions of the Large Organisations Unit, and a series of short articles focusing of the experience of companies or the experience of specific sections of the community.

The article titles and authors are: New Deal for Cornwall: making a difference / Carolyn Webster; Why should the voluntary sector embrace New Deal? / Janet Gee; The Large Organisations Unit / Delia Kingman-Reed; New Deal and Rolls-Royce plc in partnership / John Turner; Nycomed Amersham takes a hand in New Deal / Steve Procter; New Deal for lone parents / Terry Mills; New Deal for people aged 25 and over / Geraldine Stone.

Keywords: UK; New Deal; Access to education; Training programme; Training employment relationship

SUBSCRIPTIONS: Zena Balcombe, Employment Service, South West Region, Performance and Labour Market Analysis Team, 6th Floor, The Pithay, Bristol BS1 2NQ. Ph: +117 9456687; Fax: +117 9456960.

Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +618 8333 8400; Fax: +618 8331 9211. Photocopy.

492

TD/INT 55.203

European Centre for the Development of Vocational Training. (CEDEFOP)

Vocational training European journal, III, no. 6, September-December 1995.

Greece: CEDEFOP, 1995. 89 p.

This journal caters for the interests of academics, decision-makers and practitioners in the field of initial and continuing training and is published three times a year in several official languages: German, English, Spanish and French.

Articles in this issue include: Shackleton discusses the case for and against government intervention in human capital formation; Putz looks at young untrained adults and disadvantaged young people who leave school with the prospects of a lifetime without an occupation; Mascarell considers how training can become a means of participating in local development by taking advantage of valuable and unrepeatable experience; Laestadius analyses in detail the fact that a "low tech" plant, with no reported research and development and a formally lowly educated staff reveals a high international competitiveness in mooring chains for the offshore industry; Bishop examines whether at-risk youth should be allowed to select and study an occupational specialty during the final years of secondary school; Titz outlines the history and development of the Permanent Education concept up to 1995; Teeple provides a short presentation of four workshops in 1994 on the recommendations raised by the Permanent Education project; Vinokur put forward the hypothesis: in its current process of change, contemporary society itself carries a tutorial project which is indifferent to age and based on generalized procedural education; Capecchi comments on the model used by the union in the 1970s to interpret the link between training and work; Piret and Creutz give a resume of the history of the law on paid educational leave of 1985 and its application; Herve presents the reflections of the mayor of Parthenay (Deux Sevres) on education and training.

For individual entries see TD/INT 55.204 to TD/INT 55.214.

Keywords: Europe; Vocational training; Vocational education; Educational research; Government policy; Skill development; Professional knowledge; Disadvantaged; Legislation
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

493

TD/INT 55.204
Shackleton, J. R.
Governments and training: a necessary involvement?
IN: Vocational training European journal. Vol. III,(6), September-December 1995, p. 7-14

The theme of training and democracy necessarily involves some discussion from first principles of the role governments play, or should play, in human capital formation. The author discusses the case for and against intervention. Briefly reviewing some of the evidence on the effectiveness of government initiatives, the author points out the pitfalls. The author argues from a public choice perspective that there may be a tendency to excess intervention and cautions CEDEFOP against unreflecting advocacy of government solutions to training problems.

Keywords: Europe; Government policy; Vocational training; Labour market; Skill development; Continuing education; Training policy; Human resource development; Evaluation
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

494

TD/INT 55.205
Putz, Helmut.
Vocational training for slow learners in Germany.
IN: Vocational training European journal. Vol. III,(6), September-December 1995, p. 15-22

A connection exists between young untrained adults who in the past have remained vocationally unqualified, and disadvantaged young people who leave school with the prospects of a lifetime without an occupation.

Both these groups need special attention and special assistance. The most effective way for young untrained adults to acquire a vocational qualification is probably through learning on-the-job as a special element of late vocational training. In contrast, better preventive vocational training measures need to be developed for school-leavers in danger of becoming disadvantaged young people.

Keywords: Germany, Federal Republic; Disadvantaged; Youth; Access to education; Outcome of education; Training needs; Vocational training; Participation
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

495

TD/INT 55.206
Mascarell, Josep Vicent.
Training and local development: an experiment in cooperation between different bodies for the provision of training on the Mediterranean coast.
IN: Vocational training European journal. Vol. III,(6), September-December 1995, p. 23-26

In this article th author considers how training can become a means of participating in local development by taking advantage of valuable and unrepeatable experience. This is described by many authors who sought with enthusiasm and a certain amount of ingenuity to make the organisations on which they depended more sensitive to the social environment. If the various organisations chose not to collaborate, it is suggested that it was because some of thepeople involved were not listening to one another. The author reports that after a great deal of joint effort beginning with attempts to understand differing backgrounds, some organisations managed to establish a cordial and productive relationship. But even now some of the organisations continue to ignore each other and remain impervious to the environment in which they operate. In recounting this experience of individuals and institutions it is worth emphasising that what counts is people and what is indispensable for durability is institutions.

Keywords: Spain; Institutional cooperation; Vocational training; Social participation; Educational reform
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

496

TD/INT 55.207
Laestadius, Staffan.

Tacit knowledge in a low tech firm.

IN: Vocational training European journal. Vol. III,(6), September-December 1995, p. 27-33

Based on a thorough case study of a chain factory in Sweden, Ramnas Anchor Chains, this paper analyses in detail the fact that this "low tech" plant, with no reported research and development and a formally lowly educated staff reveals a high international competitiveness in mooring chains for the offshore industry, the toughest market segment in chain manufacturing.

The case study reveals continuous incremental innovations, many of which can be characterised as user-producer orientated. Ramnas is thus a strong demand receiver showing an ability to transform demands from strong buyers into high quality products. Ramnas is also a technology pusher, i.e. itself introducing new qualities and standards on the markets. The company obviously also has a capacity to absorb external research and development and transform it into industrially relevant knowledge.

This knowledge formation cannot be understood as a diffusion process starting with science, but as a transformation of knowledge between different thought worlds. Such transformation is in itself a cognitive process often neglected in analyses of industrial competence and of the complexity of industrial systems.

Comparing the Ramnas case with parallel case studies it is argued that it is not necessary to sacrifice these traditions of industrial creativity, innovative spirit, practical skills, industrial craftsmanship and organizational knowledge often revealed in mature industries on the altar of science in the present restructuring of vocational training and other industrial education systems.

Keywords: Case study; Sweden; Organisation development; Technological innovation; Knowledge level; On-the-job training; Learning process; Transfer of training; Transferable skill
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

497

TD/INT 55.208
Bishop, John H.

Vocational education and at-risk youth in the United States.

IN: Vocational training European journal. Vol. III,(6), September-December 1995, p. 34-42

The article examines whether at-risk youth - students who are doing poorly in their studies - should be allowed to select and study an occupational specialty during the final years of secondary school. The research reviewed indicates that for most jobs productivity derives directly from social abilities (such as good work habits and people skills) and cognitive skills that are specific to the job and occupation: not from reading, writing and mathematical skills.

Recent increases in job turnover and in the rate at which skills become obsolete have not lowered the payoff to school-based vocational training; they have increased it. If old skills become obsolete more rapidly, then new skills must be learned more frequently. This implies a greater overall need for occupational training, not a reduced need. The rise in job turnover has made employers more reluctant to hire inexperienced workers and provide them with skills training, so the need for school-based vocational training has never been greater.

Keywords: USA; Disadvantaged; Youth; Vocational education; Skill development; Outcome of education; Transition from school to work
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

498

TD/INT 55.209
Titz, Jean-Pierre.

Council of Europe's Permanent Education project.

IN: Vocational training European journal. Vol. III,(6), September-December 1995, p. 43-47

Since the initial 15 studies entitled Permanent Education in 1970 a number of documents have been produced that take the concept into the framework stage. The Permanent Education project was formally ended with a summary symposium, held in Sienna in June 1979.

Since then, a series of projects, principally in the field of adult education, have sought to translate the principles and foundations of the Permanent Education concept into educational strategies adapted to the social, economic and cultural development of the signatory states of the European Cultural Convention. This brief article outlines the history and development of this concept up to 1995.

Keywords: Europe; Educational reform; Educational policy; Strategic planning; International cooperation; Council of Europe; Permanent Education
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

499

TD/INT 55.210

Teeple, Madalen.

Education for democratic citizenship.

IN: Vocational training European journal. Vol. III,(6), September-December 1995, p. 47-49

A short presentation of the concerns, objectives and conclusions of four workshops carried out by the Council of Europe in 1994 on the recommendations raised by the Permanent Education project.

Keywords: Europe; Educational reform; Educational policy; Strategic planning; International cooperation; Council of Europe; Permanent Education
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

500

TD/INT 55.211

Vinokur, Annie.

Market, standards and the community, or new education.

IN: Vocational training European journal. Vol. III,(6), September-December 1995, p. 50-53

The hypothesis put forward in this article is as follows: in its current process of change, contemporary society itself also carries a tutorial project which is however indifferent to age and based on generalised procedural education.

Against the backdrop of the globalisation of the economy, there is a deconstruction of employment. This article explores a number of issues including the concept of age, the concept of accumulation, market education (including within the firm and within schools) and community education.

Keywords: Educational reform; Social change; Education; Community; Labour market; Employment; On-the-job training; Skill development; Postcompulsory education
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

501

TD/INT 55.212

Capecchi, Vittorio.

Trade unions and training: workers' rights to training from the early 1970s to the early 1990s.

IN: Vocational training European journal. Vol. III,(6), September-December 1995, p. 54-61

Through an analysis of the Bologna review "Inchiesta", the author sees the model used by the union in the 1970s to interpret the link between training and work as the structural limit of the training strategies pursued: the model of conflict, traditionally brought into play with large-scale industry and based on the right to the recognition of status is called into question by the technocratic-functionalist model that is characteristic of the very different entrepreneurial strategies of small and medium sized enterprise and is based on the acquisition of on-the-job technological expertise. Unable to accept the epistemological break inherent in this comparison which has been clearly pointed out by work in the sector, the union is not re-defining the link between technological expertise and training policy by formulating new models, but is settling for strategies of action based on the principle of codetermination. This does not provide an answer to the question shaped by the socio-economic dynamic pinpointed by the author: how to harmonise the economic needs of increasingly regionalised technological development with the growing demand for differentiation from trainees?

Keywords: Training policy; Industrial policy; Trade union; Labour market; Workplace education; On-the-job training
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

502

TD/INT 55.213

Piret, Christian; Creutz, Emile.

Paid educational leave in Belgium: is legislation slipping off the track?

IN: Vocational training European journal. Vol. III,(6), September-December 1995, p. 62-68

The law on paid educational leave of 1985 is the result of a long historical process and a historical compromise between the social partners and the political authorities. The right to training is not self-evident: it is located at the junction of divergent economic, social and cultural interests. The recent decision of the Belgian government, afflicted by an acute deficit in the financing system, to restrict the right to educational leave by economising on short, and specifically vocational, training courses, to the detriment of longer-term training, is characteristic of a short-sighted policy which is in strong contrast to the lavish proclamations on the importance of training, not only from an economic standpoint but also from a social and cultural point of view.

This article gives a resume of the history of this law and its application and explains the origin of the present budget deficit and the inconsistency of this decision. In conclusion, it presents some more positive perspectives.

Keywords: Belgium; Legislation; Government policy; Educational policy;

Educational needs; Skill development; Postcompulsory education; Training participation rate
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

503

TD/INT 55.214
Herve, Michel.

Role of education and training in local democracy.

IN: Vocational training European journal. Vol. III,(6), September-December 1995, p. 69-71

The article presents the reflections of the mayor of Parthenay (Deux Sevres) on education and training. It is written within a specific context and documents the mayor's concerns that the location of education should be diversified, that training become a lifelong process and that the city be turned into a key location and link for learning.

Keywords: Educational planning; Regional planning; Training; Education; Case study
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

504

TD/INT 55.215
European Centre for the Development of Vocational Training. (CEDEFOP)

Vocational training European journal, I, 4, January-April 1995.

Berlin: CEDEFOP, 1995. 80 p.

This journal caters for the interests of academics, decision-makers and practitioners in the field of initial and continuing training and is published three times a year in several official languages: German, English, Spanish and French.

Articles in this issue include: Goetschy takes a comparative look at the essential characteristics of the Nordic countries' social models and the challenges they have had to face over the past 15 years or so; Ottersten notes that in recent years the skills provided through the Swedish educational system as well as through vocational training programs have not been sufficient to satisfy employer's requirements; Kyro provides a short history of vocational education in Finland; Vartiainen explores the coverage of apprenticeship training to all professions and also to supplementary education; Riemer broadly sketches the contours of the Austrian vocational training system; Kamarainen examines an era of reform processes in the vocational education and training (VET) systems of the Nordic countries (from the seventies to 1995); Lundborg looks at the experiences gained from the Nordic labour market which are presented in the light of European labour market integration.

For individual entries see TD/INT 55.216 to TD/INT 55.222.

Keywords: Europe; Vocational training; Vocational education; Educational research; Educational system; Training system; Educational reform; Apprenticeship; Labour market; Statistics
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

505

TD/INT 55.216
Goetschy, Janine.

Difficult metamorphosis of the social models of the Nordic countries: Sweden, Norway, Finland, Iceland.

IN: Vocational training European journal. Vol. I,(4), January-April 1995, p. 5-14

The social systems of the Nordic countries - Sweden, Norway, Finland, Iceland - or more specifically the institutions of the welfare state and industrial relations in those countries, have entered a period of change and a crucial phase in their history. This article takes a comparative look at the essential characteristics of these countries' social models and the challenges they have had to face over the past 15 years or so. In a strategy designed to guarantee full employment while at the same time modernize the economy, key importance has traditionally been attached to active employment policies (particularly the training element) and macroeconomic policies (expansion of the public sector and successive devaluations).

Keywords: Sweden; Norway; Finland; Iceland; Employment policy; Training policy; Economic structure; Social change
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

506

TD/INT 55.217

Ottersten, Eugenia Kazamaki.

Swedish training system: future expectations of integration.

IN: Vocational training European journal. Vol. I,(4), January-April 1995, p. 15-20

For a long time, and by many other European countries, Sweden has been seen as the example concerning labour market systems, a competent labour force and vocational training. Recently, however, the Swedish economy has experienced problems similar to those in other European countries, such as high open unemployment, and a deterioration of the competence base of the labour force. To be more specific the skills provided through the educational system as well as through vocational training programs have not been sufficient to satisfy employer's requirements. This has partly to do with the fact that industrial production and the labour market have been changing during the past decade, but the educational system has not adapted. This causes human capital problems in the technological transition of Swedish industry. Unless qualified labour is available the technological transition will be slow and hard on labour. Employability in the future will require education and training to become a lifetime experience.

Keywords: Sweden; Training system; Labour market; Skill development; Outcome of education; Training employment relationship; Training needs
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

507

TD/INT 55.218

Kyro, Matti.

Features of vocational education in Finland.

IN: Vocational training European journal. Vol. I,(4), January-April 1995, p. 21-26

This article provides a short history of vocational education in Finland. It covers recent changes, contemporary objectives, school and working life, administrative reforms and trends in financing.

Keywords: Finland; Vocational education; Vocational training; Educational system; Educational administration; Equal opportunity; Access to education
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

508

TD/INT 55.219

Vartiainen, Henry J.

Boom in apprenticeship training in Finland.

IN: Vocational training European journal. Vol. I,(4), January-April 1995, p. 27-32

Since the 1980s there has been a new emphasis on individual achievements and the importance of options. The new law in force since 1993 enlarged the coverage of apprenticeship training to all professions and also to supplementary education. The schools have more freedom and responsibility in setting up courses and modules. Examinations are competence-based and independent of the way skills are acquired (school, apprenticeship, practical experience). Responsibility for the examinations lies with the Examination Boards, where the labour market partners, schools and local authorities cooperate. The most important challenge now is to make the employers interested and committed.

Keywords: Finland; Apprenticeship; Training; Skill development; Learning process; Educational policy
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

509

TD/INT 55.220

Riemer, Gerhard.

Vocational training in Austria.

IN: Vocational training European journal. Vol. I,(4), January-April 1995, p. 33-36

The author broadly sketches the contours of the Austrian vocational training system, stressing that three of a total of four education paths following compulsory schooling provide vocational training.

Keywords: Austria; Vocational training; Educational system; Educational reform; Postcompulsory education
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

510

TD/INT 55.221

Kamarainen, Pekka.

Reforms in the vocational education and training systems of the Nordic countries: development of reform scenes

and modifications to reform ideas.

IN: Vocational training European journal. Vol. I,(4), January-April 1995, p. 37-45

This article examines an era of reform processes in the vocational education and training (VET) systems of the Nordic countries (from the seventies to 1995). Two main kinds of approaches can be identified in VET reforms: 1) attempts to bridge the gap between academic and vocational tracks in the educational systems, and 2) attempts to re-vitalize cooperation between public (school-based) VET provision and working life.

The article explores the impact these approaches have had on the national concepts of vocational education (and the extent to which they have been actually implemented). In this context the article goes on to describe national differences in curriculum development strategies. The main focus is placed on initial VET systems but an additional section explores reform tendencies in continuing vocational training (CVT) systems.

Keywords: Educational reform; Vocational education; Vocational training; Educational system; Transition from school to work; Curriculum development
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

511

TD/INT 55.222
Lundborg, Per.
Experiences from the integrated Nordic labour market.
IN: Vocational training European journal. Vol. I,(4), January-April 1995, p. 46-51

The experiences gained from the Nordic labour market are presented in the light of European labour market integration. Major flows of migrants across country borders are only obtained when real income differences are large and job vacancies available in the high-income country. Nordic real income equalization and, more recently, lack of job openings in the Swedish labour market, have caused mobility between the Nordic countries to fall quite drastically. To the extent that income differentials between southern European countries and other EU members fall, one should also expect European migration rates to fall.

Keywords: Labour mobility; Labour market; Economic conditions; Employment; Wage differential
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

512

TD/INT 55.223
European Centre for the Development of Vocational Training. (CEDEFOP)
Vocational training European journal, no. 3, 1994.
Berlin: CEDEFOP, 1994. 84 p.

This journal caters for the interests of academics, decision-makers and practitioners in the field of initial and continuing training and is published three times a year in several official languages: German, English, Spanish and French.

Articles in this issue include: d'Iribarne traces trends in European education and vocational training policy from the Treaty of Rome to the present day; Ruberti looks at the Union's vocational training policy; Clemenceau cites the aims of vocational training policy in relation to the Treaty on European Union and the main orientations of the Leonardo programme; Kastrissianakis outlines the achievements of the European Social Fund (ESF); Petrella addresses the four snares within which an ever more liberalised, deregulated, privatised and competition-driven market economy has imprisoned vocational training policy; Planas and Casal evaluate the European Social Fund (ESF) projects and programmes; Seyfried examines the significance of the Community initiatives "Human resource" of the European Social Fund; Lorenzen reports on the development of two projects which were devised by young people and their trainers in training centres in Germany, Spain, Italy and Denmark from 1991 to 1994; Lenske comments on the organisation of binational pilot projects for the vocational training of young foreigners; Freitas looks at programmes to promote cooperation and mutual exchange of knowhow among local authority officers of cities in Europe dealing with ethnic minority policies; Sorge analyses the way international comparative research is conducted.

For individual entries see TD/INT 55.224 to TD/INT 55.234.

Keywords: Europe; Vocational training; Vocational education; Educational research; Government policy; Community; Human resource development; Labour market; International programme
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

513

TD/INT 55.224
d'Iribarne, Alain.

European vocational education and training policy judged by its impact on the labour market and the construction of Europe.

IN: Vocational training European journal. (3), 1994, p. 3-8

The author traces trends in European education and vocational training policy from the Treaty of Rome to the present day. By examining community action in the light of political, social and economic trends, the author stresses a move towards the construction of a more coherent European area in which national traits continue to prevail. The author draws attention to a number of time lags and divergences in European policy with regard to national trends and also draws attention to increasing stress on economic considerations following the White paper on Growth, competitiveness and employment.

Keywords: Europe; Vocational education; Vocational training; Labour market; Evaluation; Educational research
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

514

TD/INT 55.225
Ruberti, Antonio.

Vocational training policy of the European Union.

IN: Vocational training European journal. (3), 1994, p. 9-13

The Leonardo programme will provide the Community with a political and operational tool which will make a decisive contribution to attaining the targets mapped out in the White paper. These targets are ambitious and, in some aspects at least, they may even seem audacious. However, there can be no doubt that the training of men and women, the transformation of work organisation, the increase in the means of access to knowledge, the spread of innovations and the results of research and development will make it possible to achieve these targets. The Union's vocational training policy is geared to this end.

Keywords: Europe; Vocational education; Vocational training; Government policy; Educational reform; Educational planning
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

515

TD/INT 55.226
Clemenceau, Patrick.

Community vocational training programmes: 30 years' cooperation, action, concertation.

IN: Vocational training European journal. (3), 1994, p. 13-19

Following a short analysis of action programmes commencing in the 80s in which links are drawn to certain stages and reference points in the process of European construction, the author cites the aims of vocational training policy in relation to the Treaty on European Union and the main orientations of the Leonardo programme which forms the major cornerstone.

Keywords: Europe; Training programme; Evaluation; Vocational training; Educational policy
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

516

TD/INT 55.227
Kastrissianakis, Antonio.

Investing in people: European Social Fund policy and priorities.

IN: Vocational training European journal. (3), 1994, p. 20-24

For more than 35 years the European Social Fund (ESF) has been investing in people and has made a significant contribution to the building of a social Europe founded on the premise that each citizen has the right to good basic training and to a secure job. 1994 is a watershed year - one which marks the end of the first period and the launching of a new much more ambitious reform.

Keywords: Europe; European Social Fund; Human resource development; Training programme; Policy formation; Evaluation
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

517

TD/INT 55.228
Petrella, Ricardo.

Snares of the market economy for future training policy: beyond the heralding there is a need for denunciation.

IN: Vocational training European journal. (3), 1994, p. 25-31

This denunciation is of a twofold nature. It is specific insofar as it addresses the four snares within which an ever more liberalised, deregulated, privatised and competition-driven market economy has imprisoned vocational training policy - and not only that policy. But it is ultimately a more general denunciation insofar as that same market economy results in the wastage of a considerable amount of the knowledge, skills, competences and creativity generated worldwide and the denunciation is also an appeal for resistance.

Keywords: Educational planning; Training policy; Policy formation; Human resource development; Level of qualification
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

518

TD/INT 55.229
Planas, Jordi; Casal, Joaquim.

Complexities of assessing ESF performance: some specific examples.

IN: Vocational training European journal. (3), 1994, p. 32-38

Evaluating European Social Fund (ESF) projects and programmes is an extremely complex undertaking because of their political implications, their scope and the diversity of the regions in which they are carried out. The ESF Assessment Unit entrusted the author with coordinating a working group consisting of several experts from member states in order to formulate a methodological proposal for ex-post assessment of programmes co-funded by the ESF. The author's work enables him to examine the main issues such an evaluation raises: the tension between the social logic and the economics behind training and employment policies; generating demand which is of necessity adapted to supply; difficulties in identifying groups; insufficiencies of data and indicators; the lag between assessment findings and planning new activities.

Keywords: Europe; European Social Fund; Evaluation; Training programme; Case study
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

519

TD/INT 55.230
Seyfried, Erwin.

Community initiatives "Human resources": experience and results of new cross-border programmes to promote vocational education and training and employment.

IN: Vocational training European journal. (3), 1994, p. 39-44

This paper examines the significance of the Community initiatives "Human resource" of the European Social Fund. It examines in particular a number of problems in implementing these programmes and looks at the experience gathered and the results of the Horizon programme in the Federal Republic of Germany. The assessments are based on surveys carried out by the author and his colleagues at the Research Unit for Vocational Training, the Labour Market and Evaluation in Berlin.

Keywords: European Communities; European Social Fund; Germany, Federal Republic; Vocational education; Vocational training; Employment; Training programme; Community programme; International programme; International cooperation
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

520

TD/INT 55.231
Lorenzen, Uwe.

Training in Europe grows closer: PETRA projects successfully completed.

IN: Vocational training European journal. (3), 1994, p. 45-48

Training programmes are the most important tools available to the European Commission to promote vocational education and training in the member states. Among the vocational training programmes, PETRA is the most comprehensive (1988 to 1994). Part of this all-embracing programme includes cross-border cooperation among innovative projects. In this article, the author reports on the development of two projects which were devised by young people and their trainers in training centres in Germany, Spain, Italy and Denmark from 1991 to 1994.

Keywords: Germany, Federal Republic; Spain; Italy; Denmark; Training programme; Vocational education; Vocational training; International programme; International cooperation
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

521

TD/INT 55.232
Lenske, Werner.

Binational training of young foreigners.

IN: Vocational training European journal. (3), 1994, p. 49-52

Since 1988 the Institute of

the German Economy Cologne (IW) has been organising binational pilot projects for the vocational training of young foreigners. These projects were set up since young foreigners are severely under-represented in vocational training in Germany. The projects are also a response to developments in skill needs in the European economic area. The range and the type of qualifications demanded of skilled workers are changing as a result of the growing internationalisation and globalisation of markets. Workers need, in addition to specific vocational training, job-related foreign language skills and knowledge of working life and the mentality in other countries.

Keywords: Germany, Federal Republic; Vocational training; Youth; Skill development; International cooperation; Educational system
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

522

TD/INT 55.233
Freitas, Maria Jose.
European Local Authority Interactive Network on Ethnic Minority Policies.
IN: Vocational training European journal. (3), 1994, p. 53-57

ELAINE is a programme of the European Centre for Work and Society (ECWS) supported by the European Commission, to promote cooperation and mutual exchange of knowhow among local authority officers of cities in Europe dealing with ethnic minority policies. One area dealt with is (vocational) training for ethnic minorities and the role of the local authorities therein. A description of some local initiatives are described and although no one city experience is entirely transcribable to another, ELAINE has created a successful forum for effective comparability of local policy initiatives and professional exchange at a European level.

Keywords: Europe; Vocational education; Ethnic group; Training opportunity; Local government; Training policy
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

523

TD/INT 55.234
Sorge, Arndt.
Reform of technical education and training in Great Britain: a comparison of institutional learning in Europe.
IN: Vocational training European journal. (3), 1994, p. 58-68

The analysis made by the author of the way international comparative research is conducted and of the reforms in a national vocational training system in which he was involved highlights the limits and contradictions of exchange procedures and mechanisms between science, decision-making and policy implementation while emphasizing the importance of a comparative approach for apprenticeship. The author stresses the need for such an exchange in Europe and advocates broader reflection on the contribution this exchange can make to social policy.

Keywords: Europe; UK; Technical education; Educational reform; Educational research; Educational system
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

524

TD/INT 55.235
European Centre for the Development of Vocational Training. (CEDEFOP)
Vocational training European journal, no. 2, 1994.
Berlin: CEDEFOP, 1994. 92 p.

This journal caters for the interests of academics, decision-makers and practitioners in the field of initial and continuing training and is published three times a year in several official languages: German, English, Spanish and French.

Articles in this issue include: Eliasson takes the view that possibilities of pursuing a path depend on the operational characteristics of the labour market and the willingness of individuals to move in search of better job opportunities; Hasan describes structural changes in OECD labour markets and examines their implications for education and training (E & T) policy; Interviews with Carlo Callieri and Bruno Trentin are used to discover their point of view towards the major trends and on the future of education and training; Skedinger discusses recent research on the macroeconomic effects of Sweden's active labour market policies and argues that the alleged benefits probably have been exaggerated; Eliasson looks at the issue that the real responsibility for coping with change will be increasingly shifted from Government to the individual, and it will become increasingly important to reorganize educational, labour market and social insurance institutions to facilitate this change; Verdier looks at the problems youth face within the French educational strategy and warns that overcoming these difficulties will call for major structural changes in the training field, employment and work organization; Lefresne looks at the major changes in the vocational training system on the one hand and the dynamics of the labour market triggered by neo-liberal policies on the other that have contributed to markedly reshaping the process of access to jobs for young British people over the last ten years; Zedler describes the German situation where many enterprises are having trouble employing all the apprentices who have finished their training; Rainbird reports on the findings of a five country comparative study that seeks to answer the question: to what extent are unions able to represent the interests of unskilled workers with respect to vocational training and thus prevent their exclusion from the labour market?; Borgomeo reports on an innovative experiment in the general debate about economic development and active labour policy that stems from the need to link development theory to a process for promoting new enterprises; Rose notes that in the course of the last few years the approach to occupational integration has developed considerably, opening the door to new research.

For individual entries see TD/INT 55.236 to TD/INT 55.246.

Keywords: Europe; Vocational training; Vocational education; Educational research; Competence; Educational reform; Labour market; Educational opportunity; Transition from school to work; Legislation
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Individual articles available as photocopy.

525

TD/INT 55.236
Eliasson, Gunnar.

Educational efficiency and the markets for competence.

IN: Vocational training European journal. (2), 1994, p. 5-11

Education not only provides knowledge and skills but also offers a selective path into the job market. The possibilities of pursuing that path depend on the operational characteristics of the labour market and the willingness of individuals to move in search of better job opportunities. Individual welfare and economic efficiency, hence, depend critically on the ability of policy makers to forge a competitive combination of educational efficiency, labour market flexibility and social insurance.

Keywords: Europe; Labour market; Economic conditions; Outcome of education; Labour mobility; Educational policy
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

526

TD/INT 55.237
Hasan, Abrar.

Labour market developments and education and training policy.

IN: Vocational training European journal. (2), 1994, p. 12-18

The paper describes structural changes in OECD labour markets and examines their implications for education and training (E & T) policy. Turbulence in the labour market, higher incidence of unemployment, changing nature of jobs, skills and competences, in part generated by changes in firm strategies, are described. There are increasing pressures for E & T systems to respond. Both the content of E & T and its structure require major changes. Given the need for wide-ranging changes, a lifelong learning approach is called for so that learning needs of all age groups are articulated and met. Within this framework, a better balance is required between different components of E & T, and within each component a focus on promoting the ability to learn becomes crucial. Closer co-operation is needed between the public sector and a range of private sector interest groups, as well as greater coherence between E & T, labour market and social policies.

Keywords: OECD; Organisation for Economic Co-operation and Development; Labour market; Educational policy; Training policy; Structural change; Unemployment; Educational needs
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

527

TD/INT 55.238

What new challenges will arise for education and training in Europe?

IN: Vocational training European journal. (2), 1994, p. 19-25

Employment and the labour market in Europe today are undergoing profound transformations which cannot be ignored in terms of their effect on education and vocational training. Keeping in mind the significance of these issues for the actions of the social partners, these interviews with Carlo Callieri (vice president of Confindustria, an organisation which encompasses the company associations in Italian industry) and Bruno Trentin (secretary of GCIL, one of three large Italian worker federations) are used to discover their point of view towards the major trends and on the future of education and training in the context of such transformations, and to find out how their future activities will be re-designed within this context.

Keywords: Italy; Europe; Employment; Labour market; Education; Vocational education; Educational reform; Educational administration; Labour relations; Future
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

528

TD/INT 55.239
Skedinger, Per.

Sweden's labour market policy: a remedy for unemployment?

IN: Vocational training European journal. (2), 1994, p. 25-29

Until the recent economic crisis, the unemployment rate in Sweden has been much lower than in most other European countries. It is a widely held belief that this impressive record to a great extent is explained by Sweden's active labour market policies. This article discusses recent research on the macroeconomic effects of these policies and argues that the alleged benefits probably have been exaggerated.

Keywords: Sweden; Labour market; Unemployment; Training market; Political aspect; Strategic planning; Evaluation
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

529

TD/INT 55.240
Eliasson, Gunnar.

Individual educational investment account: a Swedish proposal.

IN: Vocational training European journal. (2), 1994, p. 30-34

The real responsibility for coping with change will be increasingly shifted from Government to the individual, and it will become increasingly important to reorganise educational, labour market and social insurance institutions to facilitate this change. This is the reality of the currently very serious labour market situation in Europe, facing the prospect of jobless growth or the possibilities that investments will go elsewhere, to places offering a potentially more competent, flexible and less expensive labour force. The reform necessary to put the stagnating mature industrial economies back on a growth path thus has to incorporate, as a key feature, new institutions allowing individuals to take significantly increased economic responsibility for their own economic future and welfare, and to remove the same responsibilities from government, i.e. shifting a significant part of the financing of education, retraining, labour market insurance and social insurance from taxes to mandatory charges on the individual.

Keywords: Sweden; Labour market; Education; Organisational change; Social change; Economic conditions; Learning motivation; Government role; Social policy; Unemployment; Educational reform; Economic factor
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

530

TD/INT 55.241
Verdier, Eric.

Vocational training of young people in France: a resource difficult to exploit.

IN: Vocational training European journal. (2), 1994, p. 34-43

The eighties saw considerable qualitative and quantitative development of the technical and vocational training facilities for young people within the French educational system. The downgrading in job terms of those holding formal qualifications, above-average unemployment, and the perpetuation of public-sector assistance for the placement of young people in jobs testify to the growing cost of adjustment on the youth labour market. The weakness of institutional provision for recognising qualifications and the ambiguities in French educational strategy are causes of serious depreciation. Overcoming these difficulties will call for major structural changes in the training field, as also in employment and work organization.

Keywords: France; Vocational education; Technical education; Youth; Labour market; Educational system; Educational policy; Educational reform; Educational planning
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

531

TD/INT 55.242
Lefresne, Florence.

Integration of young people into working life in the United Kingdom.

IN: Vocational training European journal. (2), 1994, p. 44-48

The major changes in the vocational training system on the one hand and the dynamics of the labour market triggered by neo-liberal policies on the other have contributed to markedly reshaping the process of access to jobs for young British people over the last ten years. If people leave the school system earlier compared with other European countries, a prolongation of occupational transition via various stages (trainee in further or alternative training, trainee in public schemes, unemployment) for many young people documents the erosion of the traditional model of direct access to employment.

Keywords: UK; Youth; Labour market; Vocational education; Youth employment; Youth unemployment; Entry into working life; Training employment relationship
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

532

TD/INT 55.243
Zedler, Reinhard.

Contribution of the social partners towards the integration of young people into the world of work: the example of the Federal Republic of Germany.

IN: Vocational training European journal. (2), 1994, p. 49-54

In view of the high level of unemployment in the Federal Republic of Germany, many enterprises are having trouble this year employing all the apprentices who have finished their training. Many companies have developed interim solutions, however, to prevent their trainees from becoming unemployed immediately after passing their skilled worker's examination. The social partners, employers' associations and trade unions are supporting these activities through appeals and special regulations in collective agreements. Such regulations are designed to prevent a further increase in the level of youth unemployment and keep qualified young people and young adults in employment wherever possible.

Keywords: Germany, Federal Republic; Youth; Entry into working life; Training employment relationship; Youth unemployment; Youth employment; Employment policy; Case study
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

533

TD/INT 55.244
Rainbird, Helen.

Union policies towards the training of workers with a low level of qualification: a comparative analysis.

IN: Vocational training European journal. (2), 1994, p. 55-60

To what extent are unions able to represent the interests of unskilled workers with respect to vocational training and thus prevent their exclusion from the labour market? This paper reports on the findings of a five country comparative study. Although the term "workers with a low level of qualification" derives from the French policy debate, similar groups who occupy a position of structural disadvantage in the labour market can be identified in other countries. The capacity of unions to represent the interests of unskilled workers varies according to their formal representation rights, principles of recruitment and their internal structures. Despite the debate on "the new bargaining agenda", policy with respect to training is often a response to employer initiatives. Unions are setting their own agenda insofar as they adapt their bargaining and recruitment strategies to the changing structure of employment. However, this involves appealing to the interests of more highly qualified workers as well as the unskilled and may require the management of new conflicts of interest.

Keywords: Trade union; Unskilled worker; Vocational training; Disadvantaged; Labour market; Training policy
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

534

TD/INT 55.245
Borgomeo, Carl.

Law 44/86: seven years of enterprise set-up in southern Italy: innovative mechanisms and in-company training.

IN: Vocational training European journal. (2), 1994, p. 61-64

Law 44 is one of the largest public measures to promote enterprise set-up on an international level.

An innovative experiment in the general debate about economic development and active labour policy, it stems from the need to link development theory to a process for promoting new enterprises and to nurture the corporate culture. In the era of "post-Fordian" organisation, creating jobs increasingly entails creating businesses. To do so Law 44 chose the mechanism of transmitting entrepreneurial experience. To date some 875 projects have been approved and with funding of Lit 2,600 million, provides employment for 17,700 employees and some 6,600 business partners.

Keywords: Italy; Legislation; On-the-job training; Government policy; Planning of training; Labour market; Economic development; Training employment relationship
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

535

TD/INT 55.246
Rose, Jose.

New issues on occupational integration.

IN: Vocational training European journal. (2), 1994, p. 65-69

In the course of the last few years the approach to occupational integration has developed considerably, opening the door to new research. Thus, the problem must be examined in greater depth through improved specification of the organised forms of occupational transition and the people who structure it and by theoretical foundations which link this concept with those of mobility, socialisation and remuneration.

Keywords: Europe; Youth; Training employment relationship; Labour market; Participation; Disadvantaged; Political aspect; Cultural factor; Outcome of education; Entry into working life
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

536

TD/INT 55.247
Tanguy, Lucie.

Education-work: situation in the field of research: Germany, the United Kingdom and Italy.

IN: Vocational training European journal. (2), 1994, p. 70-75

This text presents research undertaken by Annette Jobert, Catherine Marry and Lucie Tanguy. The author stresses the joint nature of this work. This research does not claim to offer a comparative analysis of the fields of research. It simply aims to provide the conceptual and methodological tools necessary for comparison.

Keywords: Germany, Federal Republic; UK; Italy; Educational system; Labour market; Youth; Economic factor; Educational research; Outcome of education; Training employment relationship; Transition from school to work
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

537

TD/INT 55.248
Marques, Margarida.

Current state of training research.

IN: Vocational training European journal. (2), 1994, p. 75-76

A brief report on a colloquium on the current state of training research held on 19, 20 and 21 May 1994. The purpose of the colloquium was to determine the state of research into training matters in Portugal compared with that in Europe generally.

Keywords: Europe; Portugal; Educational research; Training
ISSN: 0378-5068

SUBSCRIPTION: European Centre for the Development of Vocational Training, Marinou Antipa 12, GR-57001 Thessalonica (Thermi), Greece. Ph: 30-31 +490 111; Fax: 30-31 +490 102; Email: info@cedefop.gr or Internet: http://www.cedefop.gr and for a list of local sales points http://www.cedefop.gr/2/MainD1.html (accessed Sept 1998).
Other sources: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Photocopy.

538

TD/INT 55.249
Schaack, Klaus.

Aspects of vocational education and training in Germany.

[Seoul]: [Korea Manpower Agency], 1996. 285 p.

This volume consists of working papers and information notes written for the Korea Manpower Agency (KOMA) in response to a need for information on the following issues: job analysis to make the Korean vocational curricula more relevant; creation of new training regulations in harmony with vocational school curricula in the German Federation; fundamentals and problems in developing a homogeneous vocational education and training system in Germany after unification; possibilities and constraints of establishing a dual system of vocational education and training in Korea; design, development and implementation of new training vocations in Germany; an overview of the examination system in German vocational education and training; the situation and problems of manpower management in Germany; costs of enterprise-based vocational training in Germany; young skilled workers and employees in former East Germany; Master Craftsmen - Industrial Master - Technician; the German "unemployment insurance"; counselling of teachers - assessment of teachers (a critique); training of vocational school teachers in the Federal Republic of Germany; comments on some recent developments in the German system of vocational education and training. All papers are available in either Korean/German or Korean/English.

The table of contents for the working papers follows: Aspects of job/task analysis (Korean/English); How to create new training regulations in Germany and how to harmonize them with the vocational school curricula of the various states (Laender) of the German Federation? (with emphasis on training regulations) (Korean/English); Fundamentals and problems of the development of a homogeneous vocational education and training (VET) system in Germany after unification: selected aspects (Korean/English); Possibilities and constraints of the establishment of a cooperative or dual system of vocational education and training in the Republic of Korea (Korean/English); Status report on the design, development and implementation of new training vocations in the Federal Republic of Germany, including a summary of general trends and considerations about their framework conditions (Korean/English); Ein uberblick uber das prufungswesen in der deutschen beruflichen ausbildung am beispiel des pruefungswesens im bereich der industrie und handelskammern (Korean/German); Industrial manpower management in Deutschland: situation, probleme, problemloesungsstrategien (Korean/German).

The list of the information notes follows: Cost of enterprise-based training in German companies (Korean/English); Young skilled workers and employees in former East Germany (Korean/English); Master Craftsman - Industrial Master - Technician (Korean/English); The "unemployment insurance" as a part of the German social insurance system (Korean/English); Counselling of teachers: assessment of teachers: a critique (Korean/English); A short review over some formal aspects of the training and further training of vocational school teachers in the Federal Republic of Germany (academic stream) (Korean/English); Comments on some recent developments in the German education and training system (Korean/English).

Keywords: Germany, Federal Republic; Vocational education; Vocational training; Job analysis; Training policy; Delivery system; Training system; Educational reform; Korea; Manpower planning; Management; Training market; On-the-job training; Youth; Unemployment; Teacher training

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

539

TD/INT 55.250
European Training Foundation.
Vocational education and training reform in Romania.
Luxembourg: Office for Official Publications of the European Communities, 1997. 29 p.
(Report on the vocational education and training system country report)

This report is one of a series of country reports and factsheets which the European Training Foundation (ETF) is currently producing on the reform process in each of the partner countries. The ETF intends to produce these documents on an annual basis. A web version is available under country reports in the download section of the ETF homepage at http://www.etf.it/ (accessed October 1998).

The intention is to provide accurate, up to date information on the progress of reform. The sections of the report are: basic data, recent developments in the vocational education and training system, international assistance and co-operation, challenges and further needs, and possible priorities for future assistance.

Keywords: Rumania; Vocational education; Vocational training; Training system; Educational system; Educational reform
ISBN: 9291571490

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

540

TD/INT 55.251
European Training Foundation.
Vocational education and training reform in Slovenia.
Luxembourg: Office for Official Publications of the European Communities, 1997. 26 p.
(Report on the vocational education and training system country report)

This report is one of a series of country reports and factsheets which the European Training Foundation (ETF) is currently producing on the reform process in each of the partner countries. The ETF intends to produce these documents on an annual basis. A web version is available under country reports in the download section of the ETF homepage at http://www.etf.it/ (accessed October 1998).

The intention is to provide accurate, up to date information on the progress of reform. The sections of the report are: basic data, recent developments in the vocational education and training system, international assistance and co-operation, challenges and further needs, and possible priorities for future assistance.

Keywords: Slovenia; Vocational education; Vocational training; Training system; Educational system; Educational reform
ISBN: 9291571520

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

541

TD/INT 55.252
European Training Foundation.
Vocational education and training reform in Poland.
Luxembourg: Office for Official Publications of the European Communities, 1997. 26 p.
(Report on the vocational education and training system country report)

This report is one of a series of country reports and factsheets which the European Training Foundation (ETF) is currently producing on the reform process in each of the partner countries. The ETF intends to produce these documents on an annual basis. A web version is available under country reports in the download section of the ETF homepage at http://www.etf.it/ (accessed October 1998).

The intention is to provide accurate, up to date information on the progress of reform. The sections of the report are: basic data, recent developments in the vocational education and training system, international assistance and co-operation, challenges and further needs, and possible priorities for future assistance.

Keywords: Poland; Vocational education; Vocational training; Training system; Educational system; Educational reform
ISBN: 9291571466

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

542

TD/INT 55.253
European Training Foundation.
Vocational education and training reform in Lithuania.
Luxembourg: Office for Official Publications of the European Communities, 1997. 30 p.
(Report on the vocational education and training system country report)

This report is one of a series of country reports and factsheets which the European Training Foundation (ETF) is currently producing on the reform process in each of the partner countries. The ETF intends to produce these documents on an annual basis. A web version is available under country reports in the download section of the ETF homepage at http://www.etf.it/ (accessed October 1998).

The intention is to provide accurate, up to date information on the progress of reform. The sections of the report are: basic data, recent developments in the vocational education and training system, international assistance and co-operation, challenges and further needs, and possible priorities for future assistance.

Keywords: Lithuania; Vocational education; Vocational training; Training system; Educational system; Educational reform
ISBN: 9291571431

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

543

TD/INT 55.254
European Training Foundation.
Vocational education and training reform in Latvia.
Luxembourg: Office for Official Publications of the European Communities, 1997. 27 p.
(Report on the vocational education and training system country report)

This report is one of a series of country reports and factsheets which the European Training Foundation (ETF) is currently producing on the reform process in each of the partner countries. The ETF intends to produce these documents on an annual basis. A web version is available under country reports in the download section of the ETF homepage at http://www.etf.it/ (accessed October 1998).

The intention is to provide accurate, up to date information on the progress of reform. The sections of the report are: basic data, recent developments in the vocational education and training system, international assistance and co-operation, challenges and further needs, and possible priorities for future assistance.

Keywords: Latvia; Vocational education; Vocational training; Training system; Educational system; Educational reform
ISBN: 9291571407

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

544

TD/INT 55.255
European Training Foundation.
Vocational education and training reform in Hungary.
Luxembourg: Office for Official Publications of the European Communities, 1997. 34 p.
(Report on the vocational education and training system country report)

This report is one of a series of country reports and factsheets which the European Training Foundation (ETF) is currently producing on the reform process in each of the partner countries. The ETF intends to produce these documents on an annual basis. A web version is available under country reports in the download section of the ETF homepage at http://www.etf.it/ (accessed October 1998).

The intention is to provide accurate, up to date information on the progress of reform. The sections of the report are: basic data, recent developments in the vocational education and training system, international assistance and co-operation, challenges and further needs, and possible priorities for future assistance.

Keywords: Hungary; Vocational education; Vocational training; Training system; Educational system; Educational reform
ISBN: 9291571377

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

545

TD/INT 55.256
European Training Foundation.
Vocational education and training reform in Estonia.
Luxembourg: Office for Official Publications of the European Communities, 1997. 27 p.
(Report on the vocational education and training system country report)

This report is one of a series of country reports and factsheets which the European Training Foundation (ETF) is currently producing on the reform process in each of the partner countries. The ETF intends to produce these documents on an annual basis. A web version is available under country reports in the download section of the ETF homepage at http://www.etf.it/ (accessed October 1998).

The intention is to provide accurate, up to date information on the progress of reform. The sections of the report are: basic data, recent developments in the vocational education and training system, international assistance and co-operation, challenges and further needs, and possible priorities for future assistance.

Keywords: Estonia; Vocational education; Vocational training; Training system; Educational system; Educational reform
ISBN: 9291571342

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

546

TD/INT 55.257
European Training Foundation.
Vocational education and training reform in the Czech Republic.
Luxembourg: Office for Official Publications of the European Communities, 1997. 31 p.
(Report on the vocational education and training system country report)

This report is one of a series of country reports and factsheets which the European Training Foundation (ETF) is currently producing on the reform process in each of the partner countries. The ETF intends to produce these documents on an annual basis. A web version is available under country reports in the download section of the ETF homepage at http://www.etf.it/ (accessed October 1998).

The intention is to provide accurate, up to date information on the progress of reform. The sections of the report are: basic data, recent developments in the vocational education and training system, international assistance and co-operation, challenges and further needs, and possible priorities for future assistance.

Keywords: Czechoslovakia; Vocational education; Vocational training; Training system; Educational system; Educational reform
ISBN: 9291571318

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

547

TD/INT 55.258
European Training Foundation.
Vocational education and training reform in Bulgaria.
Luxembourg: Office for Official Publications of the European Communities, 1997. 25 p.
(Report on the vocational education and training system country report)

This report is one of a series of country reports and factsheets which the European Training Foundation (ETF) is currently producing on the reform process in each of the partner countries. The ETF intends to produce these documents on an annual basis. A web version is available under country reports in the download section of the ETF homepage at http://www.etf.it/ (accessed October 1998).

The intention is to provide accurate, up to date information on the progress of reform. The sections of the report are: basic data, recent developments in the vocational education and training system, international assistance and co-operation, challenges and further needs, and possible priorities for future assistance.

Keywords: Bulgaria; Vocational education; Vocational training; Training system; Educational system; Educational reform
ISBN: 9291571288

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

548

TD/INT 55.259
European Training Foundation.
Vocational education and training reform in Albania.
Luxembourg: Office for Official Publications of the European Communities, 1998.
28 p.
(Report on the vocational education and training system country report)

This report is one of a series of country reports and factsheets which the European Training Foundation (ETF) is currently producing on the reform process in each of the partner countries. The ETF intends to produce these documents on an annual basis.

The intention is to provide accurate, up to date information on the progress of reform. The sections of the report are: basic data, recent developments in the vocational education and training system, international assistance and co-operation, challenges and further needs, and possible priorities for future assistance.

Keywords: Albania; Vocational education; Vocational training; Training system; Educational system; Educational reform
ISBN: 9291571644

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

549

TD/INT 55.260
Colombo Plan Staff College for Technician Education. (CPSC)
Knowing more about CPSC: CPSC question & answer primer.
Manila, Philippines: Regional Information Center for Technician Education, Colombo Plan Staff College for Technician Education, 1998. 14 p.

A set of frequently asked questions on the Colombo Plan Staff College's role, functions and funding. It outlines the links and benefits for the member countries, and gives contact details including a directory of CPSC liaison officers (as of February 1998).

Revised February 1998

Keywords: Philippines; Colombo Plan Staff College for Technician Education; CPSC; Educational institution; Guide

AVAILABLE FROM: National Vocational Education & Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Rd, Leabrook 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211. Interlibrary loan.

UNEVOC

550

UNEVOC/55.01

UNESCO - TAFE Queensland conference: working together: vocational education in the Pacific and the UNESCO 1998 Pacific youth forum: final report.

UNESCO - TAFE Queensland Conference: "Working together: vocational education in the Pacific and the UNESCO 1998 Pacific Youth Forum", Brisbane, Australia, 11-16 May 1998

Unpublished. 1998. [320] p. (various pagings)

The UNESCO - TAFE Queensland Conference Working Together, Vocational Education in the Pacific and the UNESCO 1998 Pacific Youth Forum were held from the 11-16 May 1998 in Brisbane. The conference papers focus on the following topics:

- Determining national vocational training needs
- The role of vocational education in improving national self sufficiency
- Linking vocational education outcomes to industry needs
- Cost effective and alternative delivery methods
- Accessing and managing project funds for vocational education.

Keywords: UNESCO; Vocational education; Vocational training; Pacific region; TAFE Queensland

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001.
Ph: +61 8 8207 8429; Fax: +61 8 8207 8434

551

UNEVOC/55.02

UNESCO International Project on Technical and Vocational Education. (UNEVOC)

Policy development and implementation of technical and vocational education for economic development in Asia and the Pacific: conference proceedings.

UNESCO UNEVOC Regional Conference, Policy development and implementation of technical and vocational education for economic development in Asia and the Pacific: Melbourne, Australia, 11-15 November 1996

Melbourne, Vic: Royal Melbourne Institute of Technology, 1997. [700] p. (various pagings)

The UNESCO sponsored UNEVOC Regional Conference which ran from 11-15 November 1996 was hosted by the Royal Melbourne Institute of Technology. The theme of the conference was policy development and implementation of technical and vocational education in Asia and the Pacific. The conference papers which are presented in this volume reflected this theme. Topics included:

- The role of strategic planning in technical and vocational education (TVE);
- Emerging directions in training of TVE teachers and trainers;
- Policy development to promote industry/TVE institutional linkages;
- Acceptance of TVE qualifications and mutual recognition of TVE qualifications on a regional basis;
- Development of policies for the provision of quality TVE programs;
- Policy development and implementation to address TVE needs of disadvantaged groups;
- The relationship of labour market planning and research in development of TVE policy;
- Development of policies to facilitate articulation between TVE and other elements of a national education system;
- Policy development to encourage the integration of training in the informal sector to national systems of TVE. (OLIMCH abstract)

The individual papers are held, see UNEVOC/48.1 -UNEVOC/48.35 and UNEVOC/55.10 - UNEVOC/55.13

Keywords: UNESCO; UNESCO Technical and Vocational Education Project; UNEVOC; Asia; Pacific region; Technical education; Vocational education; Conference report

ISBN: 0864446268

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001.
Ph: +61 8 8207 8429; Fax: +61 8 8207 8434

552

UNEVOC/55.03

Colombo Plan Staff College for Technician Education. (CPSC)

CPSC annual report 1997-98.

Manila, Philippines?: Colombo Plan Staff College for Technician Education, 1998?. 19 p.

This annual report of the Colombo Plan Staff College for Technician Education presents an overview of the programmes, projects and activities conducted by the College, financial statements and challenges faced by the College during 1997-98.

Keywords: CPSC; Colombo Plan Staff College for Technician Education; Vocational education; Technical education; Annual report

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001.
Ph: +61 8 8207 8429; Fax: +61 8 8207 8434

553

UNEVOC/55.04

Haw, Geoffrey W.; Hughes, Phillip W. (Editors)

Education for the 21st century in the Asia-Pacific region: report on the Melbourne UNESCO conference, 1998.

Education for the 21st century in the Asia-Pacific region: Melbourne, 1998

Canberra, ACT: Australian National Commission for UNESCO, 1998. 184p.

This UNESCO conference looked at the challenges facing educators on the threshold of the 21st century. The conference theme emphasised the concept of lifelong learning and focused on the four aspects of learning to know, learning to do, learning to live together and learning to be. This publication provides a comprehensive view of the conference, including a conference background and overview, full conference papers and panel responses, post-conference implementation strategies and initiatives.

Keywords: UNESCO; Asia; Pacific region; Education; Conference report
ISBN: 073069092X

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001.
Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

554

UNEVOC/55.05

UNESCO - UNEVOC international conference: vocational education in the Asia-Pacific region.

Vocational education in the Asia-Pacific region: "UNESCO - UNEVOC international conference", Adelaide Institute of TAFE, South Australia, 25-27 March 1998.

Adelaide, SA?: Adelaide Institute of TAFE, 1998. 51 p.

The UNESCO - UNEVOC International Conference: vocational education in the Asia-Pacific region was held at Adelaide Institute of TAFE, South Australia from 25-27 March 1998. Included are details of the conference structure and program, discussion and conference recommendations.

The three keynote speakers papers are included:

- Power, C. - "Challenges of the twenty-first century";
- Masri, M. - "The changing demand of the world of work";
- Dhanarajan, G. - "Delivery of training programs: changing design".

Keywords: UNESCO; UNEVOC; Vocational education; Asia; Pacific region; Conference report; Conference paper

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001.
Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

555

UNEVOC/55.06

Packer, Darryl. (Ed.)

Regional meeting for UNEVOC network members Asia and the Pacific: conference papers.

Regional meeting for UNEVOC network members Asia and the Pacific: Adelaide Institute of Vocational Education (South Australia), December 12-17, 1993.

Unpublished. 1994?. 81 p.

The Regional Meeting for UNEVOC Network Members Asia and the Pacific was held at Adelaide Institute of Vocational Education on December 12-17 1993. Collected papers are:

- Fisher, N. - "Development of networks in technical and vocational education";
- Campbell, I. - "The Australian experience";
- Shoolap, C. - "Technical and vocational education in Thailand";
- Kim, T. - "Technical and vocational education (training) in Korea -policy issues and reform;
- Haas, A. - "UNESCO UNEVOC case studies on technical and vocational education project"
- Hall, W. - "Important questions for curriculum developers";
- Wood, G. - "National curriculum development methods in Australia";
- Rafique, A. - "Diploma engineering curriculum - a revision study outline";
- Fok, H. - "Technical and vocational education in Malaysia";
- Stanford, B. - "UNEVOC network - issues that have to be considered";
- Kirk, J. - "Communication technologies to link the UNEVOC network".

Keywords: UNEVOC; UNESCO; Vocational education; Technical education; Asia; Pacific region; Conference report

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001.
Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

556

UNEVOC/55.07

Singh, Madhu.

School enterprises: combining vocational learning with production.

Berlin: UNESCO, 1998. 61 p.

This document reviews developments made in the creation of school enterprises. It examines the economic, educational and social objectives of school enterprises and presents case studies of school enterprises from China, India, Indonesia, Papua New Guinea, Germany, Botswana, Kenya, Ghana, Algeria, Cuba and Costa Rica. Conclusions are drawn from the case studies which will provide help for planners and programme designers of school enterprises.

Includes a bibliography

Keywords: UNEVOC; Vocational education; Vocational training; Transition from school to work; Entry into working life; School; Case study

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001.
Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

557

UNEVOC/55.08

Misola, Nehema Kilayko.

TVET and networking in the Philippines.

Regional Workshop on Clearinghouse and Electronic Network: Technical Education Development Center, Bandung, Indonesia, 22-26 July 1997.

Unpublished. 1997?. 6 p.

The Regional Workshop on Clearinghouse and Electronic Network is aimed at networking and cooperation and the exchange of information and experiences among the member states across the region. The workshop was held in the Technical Education Development Center, Bandung, Indonesia.

The aim of this paper is to provide an overview of technical vocational education and training (TVET) and information networks in the Philipines.

Keywords: TVET; Technical education; Vocational education; Philippines; Information network

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8434; Fax: +61 8 8207 8434.

558

UNEVOC/55.09
Misola, Nehema Kilayko.

Proposed computer assisted learning system (CALS): an interactive multimedia project for drafting technology on CD-ROM.

Unpublished. 1997. 6 p.

This report is for an interactive multimedia project for drafting technology on CD-ROM which was run from 1-17 December 1997. The research project is run by the Computer Center, Western Visayas College of Science and Technology, Iloilo City, Philippines and Casey Institute of TAFE, Victoria. The aim of the project is to enhance student learning to enable teachers and students to use new drafting technologies effectively. This report includes a situational analysis, details of the rationale, expected benefits and advantages of the project, goals and objectives, expected outputs and outcomes, organisation and management, the plan of activities, the equipment and hardware requirements operational plan, monitoring and evaluation, and a post implementation plan.

Keywords: Computer assisted instruction; Computer assisted learning; Computer aided design; Flexible delivery; Multimedia instruction

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001.
Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

559

UNEVOC/55.10
Basu, C. K.

Emerging directions in training of TVET teachers and trainers in the Asia-Pacific region.

IN:Policy development and implementation of technical and vocational education for economic development in Asia and the Pacific: conference proceedings, UNESCO UNEVOC Regional Conference, Melbourne, Aust. 11-15 Nov.1996. Melbourne, Vic: Royal Melbourne Institute of Technology, 1997. 9 p.

The UNESCO UNEVOC Regional Conference was held at the Royal Melbourne Institute of Technology from 11-14 November 1996. Delegates from almost all UNEVOC countries attended the conference. The theme of the conference, 'Policy development and implementation of technical and vocational education for economic development in Asia and the Pacific' resulted in papers and workshops which related experiences, identified issues and outlined possible solutions for the region.

This paper explores experiences related to emerging directions in training of TVET teachers and trainers and pinpoints elements of success with a focus on Asia-Pacific countries.

Includes bibliography

Keywords: Technical education; Vocational education; Asia; Pacific region; Conference paper; Teacher training; UNESCO; UNEVOC; UNESCO Technical and Vocational Education Project
ISBN: 0864446268

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001.
Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

560

UNEVOC/55.11
Siraj, Zaibun.

Emerging directions in the training of technical and vocational teachers and trainers in Singapore.

IN:Policy development and implementation of technical and vocational education for economic development in Asia and the Pacific: conference proceedings, UNESCO UNEVOC Regional Conference, Melbourne, Aust. 11-15 Nov. 1996. Melbourne, Vic: Royal Melbourne Institute of Technology, 1997. 7 p.

The UNESCO UNEVOC Regional Conference was held at the Royal Melbourne Institute of Technology from 11-14 November 1996. Delegates from almost all UNEVOC countries attended the conference. The theme of the conference, 'Policy development and implementation of technical and vocational education for economic development in Asia and the Pacific' resulted in papers and workshops which related experiences, identified issues and outlined possible solutions for the region.

This paper describes the training of technical education teachers in Singapore. With no central training institute to provide teacher training each institution conducts a training programme for its own teachers and trainers. The training programmes are designed to ensure they are appropriate to the future needs of students.

Keywords: Technical education; Vocational education; Teacher training; Singapore; UNEVOC; UNESCO; UNESCO Technical and Vocational Education Project
ISBN: 0864446268

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001.
Ph: +61 8 8207 8429; Fax: +61 8 8208 8434.

561

UNEVOC/55.12
Thomas, Rodger; Suwarna, H. Achmad.

Emerging directions in the training of technical and vocational teachers and trainers: Indonesia.

IN:Policy development and implementation of technical and vocational education for economic development in Asia and the Pacific: conference proceedings, UNESCO UNEVOC Regional Conference, Melbourne, Aust. 11-15 Nov 1996. Melbourne, Vic: Royal Melbourne Institute of Technology, 1997.

The UNESCO UNEVOC Regional Conference was held at the Royal Melbourne Institute of Technology from 11-14 November 1996. Delegates from almost all UNEVOC countries attended the conference. The theme of the conference, "Policy development and implementation of technical and vocational education for economic development in Asia and the Pacific" resulted in papers and workshops which related experiences, identified issues and outlines possible solutions for the region.

This paper discusses the growing market for technical and vocational education in Indonesia in the light of developments since the New Order Era of 1966. Emerging directions are outlined with regard to economic, policy and legal issues.

Includes a glossary.

Keywords: Technical education; Vocational education; Indonesia; Conference paper; Teacher training; UNESCO; UNEVOC; UNESCO Technical and Vocational Education Project
ISBN: 0864446268

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001.
Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

562

UNEVOC/55.13
Wellings, John.
History of the preparation of teachers for vocational education and training at Griffith University.
IN:Policy development and implementation of technical and vocational education for economic development in Asia and the Pacific: conference proceedings, UNESCO UNEVOC Regional Conference, Melbourne, Aust. 11-15 Nov. 1996.
Melbourne, Vic: Royal Melbourne Institute of Technology, 1997. 5 p.

The UNESCO UNEVOC Regional Conference was held at the Royal Melbourne Institute of Technology from 11-14 November 1996. Delegates from almost all UNEVOC countries attended the conference. The theme of the conference, "Policy development and implementation of technical and vocational education for economic development in Asia and the Pacific" resulted in papers and workshops which related experiences, identified issues and outlines possible solutions for the region.

This paper outlines developments in courses for vocational teachers at Griffith University in New South Wales since the inception of the School of Vocational, Community and Technology Education in 1971.

Keywords: Teacher training; Vocational education; Technical education; Conference paper; Griffith University; Australia; UNESCO; UNEVOC; UNESCO Technical and Vocational Education Project
ISBN: 0864446268

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001.
Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

563

UNEVOC/55.14
Nepal. Council for Technical Education and Vocational Training. National Skill Testing Board. (CTEVT)
Job specification and skill test.
Kathmandu, Nepal: CTEVT, 1993. 1 vol.

The Job Specification and Skill Test provides the curriculum for industrial electricians, level 2, in Nepal. It includes a job description, list of tasks, task performance standards and technical knowledge required for assessment purposes.

Keywords: Nepal; Vocational education; Electrician; Curriculum

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001.
Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

564

UNEVOC/55.15
Nepal. Council for Technical Education and Vocational Training. National Skill Testing Board. (CTEVT)
Job specification and skill test.
Kathmandu, Nepal: CTEVT, 1993. 1 vol.

The Job Specification and Skill Test provides the curriculum for building electricians, level 2, in Nepal. It includes a job description, list of tasks, task performance standards and technical knowledge required for assessment purposes.

Keywords: Vocational education; Nepal; Electrician; Construction industry; Curriculum

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001.
Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

565

UNEVOC/55.16
National Languages and Literacy Institute of Australia. (NLLIA)
Trainer training in vocational education and workplace literacy: report on Bangkok meeting, 20-24 May 1996.
Melbourne, Vic: NLLIA, 1996. 44 p.

The Bangkok meeting for the UNESCO "Trainer Training in Vocational Education and Workplace Literacy" project was organised by the National Language and Literacy Institute of Australia with the objectives of:

- ❑ providing an opportunity for Australian, Indian, Cambodian and Indonesian representatives to work on customisation of the draft framework to country needs
- ❑ facilitating exchange about country requirements
- ❑ identifying country resources
- ❑ determining areas of expertise that can be provided by Australian institutions
- ❑ finalising pilot program plans and issues.

The report includes a draft Vocational Literacy and Workplace Education course framework and progress reports for each of the three countries involved (India, Cambodia and Indonesia).

Keywords: Literacy; Vocational education; Workplace education; Indonesia; Cambodia; India

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001.
Ph: +61 8 8207 8429; Fax: +61 8 8207 8434.

566

UNEVOC/55.17
Philippine Academy for Continuing Education and Research. (PACER)
New technologies for education and training: a Philippine experience.
Manila: PACER, 1995. 20 p.

This paper was presented at an International Expert-Group Meeting on New Technologies of Training for Technical and Vocational Education in Manila, Philippines, 3 to 7 July 1995. It identifies two phases in the adoption of computers as a new training technology (NTT) and gives an overview of a PACER information technology education program using NTT.

Keywords: Vocational education; Philippines; Educational technology

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001
Ph: +61 8 8207 8429; Fax: +61 8 8207 8434

567

UNEVOC/55.18

Raval, H. C.

TVET, entrepreneurship training and rural development.

IN: CPSC Quarterly. Vol. 24,(1), March 1998, 7-9

This article comprises excerpts from a paper presented at a workshop on Recent Trends in TVET (Technical and Vocational Education and Training) in South Asia with a Focus on Rural Polytechnics for Skill Development in September 1996. The article describes the deliberate policy in developing countries to foster the building of entrepreneurial attitudes as well as vocational skills in the pursuit of economic growth. The author outlines lessons which have been learnt by TVET institutions involved in developing entrepreneurial skills, and summarises strategies for the removal of personal, institutional and environmental constraints on the process.

Keywords: Entrepreneur; Vocational education; Technical training; Small business; Rural education; Rural development; Small scale industry; Asia; Colombo Plan Staff College
ISSN: 0116-5372

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8429; Fax: +61 8 8207 8434

568

UNEVOC/55.19

Okamoto, Kaoru.

Lifelong learning movement in Japan: strategies, practices and challenges.

Tokyo: Ministry of Education Science and Culture, 1994. 57 p.

This booklet was written as the country report of Japan for the third "OECD/Japan Seminar" held in June 1994. Its purpose is to delineate the outline of the lifelong learning movement in Japan including its background, the policies and measures used to promote lifelong learning, and challenges for the future.

Keywords: Japan; Lifelong learning

AVAILABLE FROM: Open Learning Information and Materials Clearinghouse (OLIMCH), Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001.
Ph: +61 8 8207 8429; Fax: +61 8 8207 8434

AUSTRALIAN CAPITAL TERRITORY

569

TPP/ACT 55.01
Bayer, Chris.

1997 student activity profile.

This publication will contain detailed information concerning student enrolment activity with the Canberra Institute of Technology, including numbers of enrolments, contact hours and study modes.

PROJECT STATUS: Planned. Completion date: 30/12/98.
Keywords: Statistical analysis; Statistical table; Enrolment; Canberra Institute of Technology; Australian Capital Territory

PROJECT CONTACT ADDRESS: Vocational Education and Training Research and Review, Canberra Institute of Technology, GPO Box 826, Canberra ACT 2601. Ph: +61 2 6207 3313. Fax: +61 2 6207 3322.

570

TPP/ACT 55.02
Owen, Elizabeth.

1997 graduate destination survey.

A survey of 1996 CIT graduates destination, including a profile of graduates before and after course completion.

PROJECT STATUS: Current. Proposed completion: 30/10/98
Keywords: Graduate; Client satisfaction; Outcome of education; Vocational follow-up; Employment; Canberra Institute of Technology; Australian Capital Territory

PROJECT CONTACT ADDRESS: Vocational Education and Training Research and Review, Canberra Institute of Technology, GPO Box 826, Canberra, ACT 2601. Ph: +61 2 6207 3313. Fax: +61 2 6207 3322.

571

TPP/ACT 55.03
Owen, Elizabeth; Tawagi, Carol.

1998 employer satisfaction survey.

The purpose of this project is to conduct a survey to gauge the satisfaction of CIT graduates' employers.

PROJECT STATUS: Planned. Proposed completion: 31/12/98.
Keywords: Client satisfaction; Vocational follow-up; Outcome of education; Employer; Survey; Canberra Institute of Technology; Australian Capital Territory

PROJECT CONTACT ADDRESS: Vocational Education and Training Research and Review, Canberra Institute of Technology, GPO Box 826, Canberra, ACT 2601. Ph: +61 2 6207 3313. Fax: +61 2 6207 3322.

572

TPP/ACT 55.04
Thomson, Liane.

CIT critical incident management plan.

This plan aims to ensure a coordinated effort to prevent or minimise loss of life, disabling injuries, human suffering and destruction of property by providing effective and efficient use of resources in the event of a critical incident at CIT. Three main areas are covered: preventative and risk minimisation measures; formalised procedures and training for personnel at all levels; and post-incident procedures and trauma management.

PROJECT STATUS: Current. Proposed completion: December 1998.
Keywords: Safety; Violence; Emergency management

PROJECT CONTACT ADDRESS: Work Environment Dept, Canberra Institute of Technology, GPO Box 826, Canberra, ACT, 2601. Ph: +61 2 6207 3170. Fax: +61 2 6207 3602.

573

TPP/ACT 55.05
Gill, Kevin.

Review of the potential for increasing workplace learning opportunites with employers for secondary school students in school-based vocational education and training programmes.

This project is directed at identifying the incentives and disincentives which face employers in providing structured workplace learning opporunities for Years 11 and 12 students; and exploring the role of intermediaries in facilitating such placements and programs.

PROJECT STATUS: Current. Proposed completion: 30/10/98
Keywords: Employer; Employer employee relationship; Workplace education; Secondary education; Student; Vocational education; Vocational training; DETYA

PROJECT CONTACT ADDRESS: Vet in Schools Section, Industry Policy Branch, VET Division, DETYA, Level 6, 12 Mort Street Canberra City, ACT, 2601. Ph: +61 2 6240 9306. Fax: +61 2 6240 9145.

SOUTH AUSTRALIA

574

TPP/SA 55.01
Stojsavljevic, Millie.

Adelaide Institute of TAFE staff development project.

The aim of this project is to introduce the concept of training packages to a cross section of staff within the Institute. It is hoped to assist lecturing staff to become familiar with the resource development based on training packages and to prepare workgroups for the implementation of training packages and the associated activities of workplace assessment.

Project outcomes will include lecturing staff gaining a working knowledge of the packages; key staff able to interpret how the contents of the training packages translate into practical user-friendly training and assessment resources; development of relevant guidelines for use of training packages when working with industry; enhancing existing Industry partnerships and forming new partnerships; and, establishing a network within the Adelaide Institute across all workgroups.

PROJECT STATUS: ongoing. Proposed completion: December 1998.
Keywords: South Australia; Vocational education; Vocational training; Staff development; Training package

PROJECT CONTACT ADDRESS:
Adelaide Institute of TAFE, 120 Currie Street, Adelaide SA 5000. Ph: +61 8 8207 8483; Fax: +61 8 8207 8480; Email: milliest@adel.tafe.se.edu.au

575

TPP/SA 55.02
Pudney, Brian.

Diploma in rural enterprise management.

The Diploma in Rural Enterprise Management is a major new initiative of the TAFE SA Primary Industries Program and will be offered with the support of the Agriculture and Horticulture Training Council. A pilot program will be offered in 1999 involving at approximately 25 students from regional South Australia. The program is designed to meet the need for increased Agribusiness training identified in the Industry Training Plan.

The content of the training program is based on competencies defined in the Agriculture Training Package and the delivery methodology will involve collaborative activities with the Faculty of Agriculture and Natural Resources Sciences of the University of Adelaide. The delivery will be statewide and employ a combination of distance education and block release activities. Industry participation in training and assessment and the use of modern communication technologies will be features of the program.

PROJECT STATUS: Ongoing
Keywords: South Australia; Vocational education; Vocational training; Agricultural training; Agricultural education; Farm management; Farmer; Rural training; Rural education; Management

PROJECT CONTACT ADDRESS:
Torrens Valley Institute of TAFE, Blacks Road, Gilles Plains SA 5085. Ph: +61 8 8207 1121; Fax: +61 8 8207 1113; Email: brianpud@tafe.sa.edu.au

576

TPP/SA 55.03
Palmer, Dexter.

Development of a WebCT package for Information Literacy.

The Information Literacy WebCT package will be produced in two versions. The first will be a Library Studies module Information Literacy and the other for general use by TAFE SA libraries. A part of this package will be a range of library based activities relating to the following topics: finding your way around a library; library catalogues; reference sources; periodicals; periodical indexes and statistical information. All activities will be generic and therefore applicable to any library that a TAFE student may use.

PROJECT STATUS: current. Proposed completion: February 1999
Keywords: South Australia; TAFE student; Vocational education; Vocational training; Computer assisted instruction; Online delivery; Online learning; Resource centre; Information literacy

PROJECT CONTACT ADDRESS:
Library Studies Unit, Adelaide Institute of TAFE, GPO Box 1872, Adelaide SA 5001. Ph: +61 8 8207 8277; Fax: +61 8 8207 8676; Email: dexterpa@tafe.sa.edu.au

577

TPP/SA 55.04
Burns, Wendy.

Aquaculture online.

The aim of this project is the conversion of the Diploma of Aquaculture for online delivery. Print packages available for open learning are being used in conjunction with a web site. The web site provides precourse information, links to Spencer Institute library and student services, an enrolment process, book shop links, URLs for aquaculture and to the teaching staff for each module. The web reference URL: http://www.tafe.sa.edu.au/top/aqua/ (current at 9 December 1998)

PROJECT STATUS: Current. Proposed completion: December 1998.
Keywords: South Australia; Vocational education; Computer assisted instruction; Online delivery; Online training; Aquaculture; Fishing

PROJECT CONTACT ADDRESS: Port Augusta Campus, Spencer Institute of TAFE, PO Box 1870 Port Augusta SA 5700. Ph: +61 8 8648 9988; Fax: +61 8 8648 9920; Email: wendybur@sp.tafe.sa.edu.au

---

NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH

578

TPP/TNC 55.01
Gibb, Jennifer.

VET experience of different groups of Australians.

The aim of this project is to draw together in one volume the findings of research conducted by the National Centre for Vocational Education Research (NCVER) in 1997-98 and the relevant National Research and Evaluation Committee (NREC) reviews of research into the vocational education and training (VET) experience of certain groups of Australians. The outcome of the project is intended to be a book of readings with chapters devoted to each particular group of Australians (Indigenous students; students who have a non-English speaking background; students with disabilities; students in rural and remote areas; early school leavers; and women) supplemented by tables of data relating to each group.

PROJECT STATUS: Proposed completion date: December 1999
Keywords: Vocational education; Training; Research; Aboriginal student;

Non English speaking background; Disability; Rural area; Early school leaver; Women; Access to education; Equal opportunity; Participation; Outcome of education

PROJECT CONTACT ADDRESS: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

579

TPP/TNC 55.02

Campbell, Annie.

Evaluation of the aspiration and expectations of the ageing in South Australia for lifelong learning.

This research project will inform the work being undertaken by the Office for the Ageing to support the principles of lifelong learning, and create opportunities and equity programs for older people. A literature review will be undertaken and consultation will be conducted with people in South Australia born between 1925 and 1955 using a survey and focus group. The project outcome will be a report which identifies a range of strategies for widening participation of older people in education, along with the identification of a set of research priorities that could assist with these strategies.

PROJECT STATUS: Proposed completion date: December 1998

Keywords: Lifelong learning; Age; Equal opportunity; Access to education

PROJECT CONTACT ADDRESS: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

580

TPP/TNC 55.03

Campbell, Annie.

Evaluation of the Diploma in Technology Management.

The aim of this project is to evaluate the extent to which the CSR Timber products customised Diploma in Technology Management is meeting its original and current goals and objectives and to identify strategies that will lead to further improvement.

PROJECT STATUS: Proposed completion: August 1998

Keywords: CSR Timber Products; Diploma course; Technology; Evaluation

PROJECT CONTACT ADDRESS: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

581

TPP/TNC 55.04

McDonald, Rod; Borthwick, Jessie.

Strategic planning framework for vocational education and training.

In this project, the National Centre for Vocational Education Research (NCVER) is in partnership with the Research Centre for Vocational Education and Training (RCVET) at the University of Technology, Sydney (UTS) with the aims of: identifying the range of information needs required to support good vocational education and training (VET) in the state and how improvements in the process could benefit the state; describing good VET planning practices elsewhere in Australia, considering some of the recent significant Australian VET literature on planning and outcomes and identifying any steps to be taken to achieve best practice VET planning in New South Wales (NSW); providing recommendations on the best sources of data and other planning information and how that information might best be gathered, analysed and disseminated; and describing how an annual VET plan might best be integrated with medium term VET planning. The methodology involves a focused review of the literature on planning in an Australian context relevant to education and training, and a parallel review of current state and national VET policies of direct relevance to strategic planning, supplemented by a limited number of consultations with both key NSW stakeholders and with VET planning experts elsewhere in Australia. Following these stages and intensive examination of existing planning information will be undertaken with the aim of identifying gaps in current provision and problems in existing arrangements in relation to the analysis of this information and in its dissemination illuminating a report which summarises the processes, findings and recommendations.

PROJECT STATUS: Proposed completion date: December 1998

Keywords: New South Wales; NSW; Vocational education; Training; Strategic planning; Planning; Information needs; Information dissemination; Literature survey; Educational policy

PROJECT CONTACT ADDRESS: Rod McDonald, UTS Research Çentre for VET, PO Box 123, Broadway NSW 2007; ph: +61 2 9514 3959, fax: +61 2 9514 3737 or Jessie Borthwick, NCVER, GPO Box 1899, Canberra City ACT 2601; ph: +61 2 6230 0699, fax: +61 2 6230 0799

582

TPP/TNC 55.05

Stewart-Rattray, James.

Authoring of the 1999 job guide.

The job guide is a series of products that contain information on job search strategies, relevant government programs, careers, education and training, as well as descriptions of over 600 occupations. The data from the 1998 Job Guide is to be reviewed and updated to ensure currency and accuracy of the 1999 Job Guide. In particular 30 percent of the job descriptions are to be reviewed and updated where required and 100 percent of the education and training requirements are to be updated.

PROJECT STATUS: Proposed completion date: January 1999

Keywords: Vocational education; Training; Education; Employment; Career planning; Job description

PROJECT CONTACT ADDRESS: National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068. Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

583

TPP/TNC 55.06

Campbell, Annie.

South Africa study tour.

The purpose of this project is to organise the itinerary and accompany the delegates of a

South African study tour which will visit institutes, depts and research organisations in Victoria, New South Wales and South Australia. The aim of the tour is to: examine the best practice models of college-industry partnerships and cooperation; examine best practice approaches to the development of leadership and management capacity in the TAFE college sector; identify individuals and agencies who could provide policy advice and technical support to a TAFE public-private sector partnership aimed at the promotion of a responsive, entrepreneurial, high quality TAFE college sector in South Africa; and foster a shared understanding and commitment to the transformation of TAFE colleges in South Africa, amongst South African policy makers and decision makers in key government depts, organised industry and labour, research and advocacy organisations.

PROJECT STATUS: To be confirmed
Keywords: South Africa; Study; Tour; Leadership; Management; Best practice; TAFE; Policy formation

PROJECT CONTACT ADDRESS:
National Vocational Education and Training Clearinghouse, National Centre for Vocational Education Research, 252 Kensington Road, Leabrook SA 5068.
Ph: +61 8 8333 8400; Fax: +61 8 8331 9211.

1996/97 national evaluation of the Small Business Professional Development Best Practice Program: summary report. 084
1997 graduate destination survey. 570
1997 student activity profile. 569
1997 update on skill requirements of major WA resource development projects: executive summary. 268
1998 employer satisfaction survey. 571
1998 employer survey: pilot study. 289
1998 government funded training program tender kit. 249
1998 TAFE graduate destination survey: state report: New South Wales. 144
1998 TAFE graduate destination survey: state report: Queensland. 146
1998 TAFE graduate destination survey: state report: South Australia. 147
1998 TAFE graduate destination survey: state report: Tasmania. 149
1998 TAFE graduate destination survey: state report: Victoria. 145
1998 TAFE graduate destination survey: state report: Western Australia. 148
1998 TAFE graduate destination survey: territory report: Australian Capital Territory. 151
1998 TAFE graduate destination survey: territory report: Northern Territory. 150
1999-2001 finance, insurance & business services industry VET plan. 051
1999-2001 industry VET plan. 052
1999-2001 vocational education and training plan: vocational education and training in the rural and fishing industries of NSW. 049
4th Annual International Seminar, Community Education, Technology and Economic Development, 20-22 October 1997: common issues, innovative solutions. 029

Access program: guidelines 1998. 023
Accountability: from within or through coercion? 326
ACE and small business in New South Wales. 172
Achieving equitable outcomes: a supporting paper to Australia's national strategy for vocational education and training 1998-2003. 279
Adelaide Institute of TAFE staff development project. 574
Advertising tracking survey for the Open Learning Institute campaign. 059
Ajustement structurel et formation au Niger. 466
Aligning workplace and school-based experiences. 230
Alternative VET pathways to indigenous development. 099
Analysis and planning. 077
Analytical foundations of employment and training programmes in conflict-affected countries. 475
Annual national report 1997: volume 1 Australia's vocational education and training system: national overview. 273
Annual national report 1997: volume 2 Australia's vocational education and training system: Commonwealth, state and territory achievements. 274
Annual national report 1997: volume 3 measuring the performance of Australia's vocational education and training sector in 1997: vocational education & training performance. 275
Annual report 1997-1998. 201
Annual report 1997. 062
Applications of corporate distance learning at POSCO. 392
Apprenticeship as a conceptual basis for a social theory of learning. 362
Approaches and constraints to implementing VET reform: paradigm shift, new media and policy integration. 387
Aquaculture online. 577
Arbeidsmarktinformatie in Indonesie: deel I: naar een open systeem van informatie & communicatie = [Labour market information within Indonesia: volume I: an open system for information and communication]. 327
As they like it. 217
Asia-Pacific workshop on vocational education and distance education, Seoul, Korea, 1996. 388
Aspects of vocational education and training in Germany. 538
Assessment of non-formal learning: the quality and limitations of methodologies. 406
ASTD training & performance yearbook 1997. 357
Australia and New Zealand mutual recognition of vocational education and training qualifications. 200
Australian apprentice and trainee statistics 1997-98, quarter 4, volume 4, number 4, April-June 1998. 119
Australian directory of vocational education and training. 4th edition. 123

TITLE INDEX

Australian education policy. 120
Australian journal of adult and community education, vol. 38, no. 2, July 1998. 280
Australian National Training Authority: annual performance report 1997-1998. 276
Australian TAFE teacher, volume 32, no.2, 1998. 070
Australian training review, no 28, Sept/Oct/Nov 1998. 203
Australian vocational education and training statistics 1997: young people: an overview. 161
Australian vocational education and training: school students undertaking VET 1997: at a glance. 173
Australian vocational education and training: young people 1997: at a glance. 162
Australian vocational education review, volume 5, no.1, 1998. 075
Australian Vocational Training System pilots: implications for demand-driven approaches to skill formation. 193
Authoring of the 1999 job guide. 582
AVETMISS: the guidelines for New Apprenticeships. 095
AVETMISS: the guidelines for VET providers. 093
AVETMISS: the standard for New Apprenticeships. 094
AVETMISS: the standard for VET financial data. 097
AVETMISS: the standard for VET providers. 092
Avoiding the issue. 016

Back to basics: small business maths: a program for Aboriginal people. 260
Barriers to growth: skills and training in telematics. 317
Barriers to the employment of apprentices in the electrical, electronic and communications industry: a study of training needs and reform. 160
Benchmarking employer satisfaction with training for apprentices and trainees. 245
Best laid schemes o' TQM: strategy, politics and power. 305
Beyond the linear models: pathways and outcomes of 1991 Victorian exit students. 181
Binational training of young foreigners. 521
Boom in apprenticeship training in Finland. 508
Building and construction: VET resource allocation project: an analysis of the supply and demand for training in Tasmania with a focus on accredited ANTA funded training. 087
Building customer relationships: a model for vocational education and training delivery. 298
Business services: VET resource allocation project: an analysis of the supply and demand for training in Tasmania with a focus on accredited ANTA funded training. 088
Business view of student work placements. 224

Career development through assessment and recognition in community based workplaces. 237
Case studies on responding to change: the take up of VET in schools. 135
Catalogue of programmes 1998-1999. 374
Certificates, skills and job markets in Europe. 403
Challenge-preparation: the 3E approach in career counselling. 296
Challenges facing vocational, distance education. 384
Challenges for skills training and employment promotion in a country emerging from armed conflict: report on an ILO seminar, Addis Ababa, Ethiopia, 7-10 October 1997. 481
Change management for new learning technologies. 063
CIT critical incident management plan. 572
Clerical workers, clerical skills: case studies from credit management. 306
CNC technology, job design and training: the scope for personnel strategies. 311
Cognitive constraints of lifelong learning. 437
Collaborative, peer and self assessment: what the literature says. 013
Community initiatives "Human resources": experience and results of new cross-border programmes to promote vocational education and training and employment. 519
Community marketing edge: promoting your ACFE centre. 287
Community vocational training programmes: 30 years' cooperation, action, concertation. 515
Competency based assessment of structured workplace learning. 219
Competency based development for police service leaders: a NSW police service perspective. 282
Competency based training and recognition in Australia. 330
Competency in the workplace: real strategies for change and profit: a private industry perspective. 336
Competency-based training in Victoria. 246
Complexities of assessing ESF performance: some specific examples. 518
Computing occupations: organizational power, work transition and collective mobility. 309
Construction robotics: technological change and work organization. 310

Continuing training for young adults: follow-on or second chance? 436
Continuing vocational training in the countries of the European Union: diversity of functions and special problems. 442
Contracted training provision program: guidelines 1998. 024
Contribution of the social partners towards the integration of young people into the world of work: the example of the Federal Republic of Germany. 532
Corporative schools reports institutional linkages. 347
Council of Europe's Permanent Education project. 498
Courses for horses. 208
CPSC annual report 1997-98. 552
Creating a vibrant training culture. 214
Cultural borrowing: what we can learn from vocational education in Wisconsin and Scotland. 223
Current state and future prospects for vocational training and employment services in Taiwan, the Republic of China. 342
Current state of training research. 537
Current status and future perspectives of academic cooperation between the universities of Taiwan and Australia. 348
Curriculum perspectives, vol. 18, no. 1, September 1998. 002

DACUM: developing a curriculum = Pengembangan kurikulum. 328
Decentralization of vocational training in Italy. 459
Delivery of Modern Apprenticeships: are Training and Enterprise Councils the right mechanism? 364
Demystification of competence: implications for vocational learning and practice in schools. 220
Des politiques publiques d'incitation a la formation professionnelle continue: propositions pour une demarche d'analyse. 465
Designing instructional materials for distance education. 325
Destination and career pathways of enrollees from selected South Australian TAFE programmes 1990-1994. 156
Determinants of indigenous employment outcomes: the importance of education and training. 157
Develop vocational education through distance education. 393
Developing financial institutions in conflict affected countries: emerging issues, first lessons learnt and challenges ahead. 483
Developing inclusive curriculum: successful vocational education and training for everyone. 017
Developing new education and training for new industries. 341
Developing new training for new industries. 340
Development and implementation of National Vocational Qualifications: an engineering case study. 303
Development of a WebCT package for Information Literacy. 576
Diagnostico sobre el paro juvenil y politicas para facilitar la entrada al primer trabajo: el caso de Espana. 472
Die berufliche und technische bildung in China = [Vocational and technical education in China]. 290
Different drums, different drummers: but whose beat is authorised? 197
Different drums, one beat?: economic and social goals in education and training. 175
Difficult metamorphosis of the social models of the Nordic countries: Sweden, Norway, Finland, Iceland. 505
Diploma in rural enterprise management. 575
Discussion of the paradigms of the White Paper on education and training: a contribution to the debate. 429
Distance education and industry training in New Zealand 1996. 391
Distance learning program for vocational education and training. 332
Djama and VET: exploring partnerships and practices in the delivery of vocational education and training in rural and remote Aboriginal communities. 124
Does more technology mean more choice for the learner?: experiences from the TeleScopia Project. 444
Dollars and sense: economic and social tensions in indigenous education. 182
Dual system as an alternative in providing technology literate workforce in Indonesia. 397

Early use of local initiative funds by TECs: evoking local prosperity. 372
Economic and social goals in education and training: is reconciliation possible? necessary? 198
Economic change and new learning demands: a case study from the pharmaceutical industry. 138
Economic change: implications for jobs, income and joblessness. 131
Economic evaluation of alternative methods of delivering employer provided electrical trade and mechanical engineering trade apprenticeship training. 240
Economics of ACE delivery. 241
Edu-tourism. 212
Education and training in Australia. 228

TITLE INDEX

Education and training in Australia: reforms and results. 177
Education for democratic citizenship. 499
Education for the 21st century in the Asia-Pacific region: report on the Melbourne UNESCO conference, 1998. 553
Education-work: situation in the field of research: Germany, the United Kingdom and Italy. 536
Educational efficiency and the markets for competence. 525
Effects of recognition of prior learning upon student outcomes in VET teacher training. 073
Emerging directions in the training of technical and vocational teachers and trainers in Singapore. 560, 561
Emerging directions in training of TVET teachers and trainers in the Asia-Pacific region. 559
Employer perceptions of Industry Training Advisory Boards: survey evidence. 194
Employers' approaches to work-based training in Britain. 432
Empowerment and human potential: building blocks of development. 324
Engendering practical and up-to-date workplace skills in a higher education setting. 074
Engineering careers and technology transfer: Japanese companies in the UK. 304
Engineering training opportunities into the future: an examination of the recent workplace reforms and their impact on future training opportunities in the water, electricity and road sectors. 202
Enlargement: a challenge for social and economic reintegration: targeting ex-combatants or all war-affected people? 479
Entry level training and New Apprenticeships: delivery and funding options. 196
Environment training: policy and practice for sustainable development. 489
Equal opportunities programme of the Electricity Supply Board (ESB) in Ireland. 440
EU cooperation in higher education and training: new challenges and recent progress. 423
European Local Authority Interactive Network on Ethnic Minority Policies. 522
European vocational education and training policy judged by its impact on the labour market and the construction of Europe. 513
Evaluation of the aspiration and expectations of the ageing in South Australia for lifelong learning. 579
Evaluation of the Diploma in Technology Management. 580
Ever changing world of TAFE NSW. 027
Evolution of systems of validation and certification: what are the possible models and what are the issues for France? 404
Examination of the theoretical underpinning of assessment. 129
Expenditure on education and training: estimates by sector and course. 244
Experiences from the integrated Nordic labour market. 511

Facts figures and you: a guide to Queensland's TAFE system. 061
Features of vocational education in Finland. 507
Finance industry training package. 199
Five year corporate plan drafted to guide CPSC. 321
Flexible delivery: individuals, competency-based training, and the market. 071
Flexible learning: unsettling practices. 141
Flexible pathways. 288
Following the 'Yellow Brick Road': initiatives in competency-based assessment in welfare. 001
Food processing industry NSW: vocational education and training plan 1999-2001. 047
For the teacher researcher: reviewing some of the preconditions to curriculum reform. 003
Formal learning versus real-life learning: why VET in schools. 232
Formal training for assistants in nursing. 015
Formation, industrialisation et liberalisation economique: le cas de l'Indonesie. 471
Frontline management initiative. 191
Further education for the new millennium: response to the Kennedy report. 355
Future of curriculum. 038

Gender differences in wage returns to computer skills in Australia. 319
General work experience programs also help provide valuable industry experience for students. 231
German-Hungarian co-operation to support Hungarian reforms in vocational training. 416
Getting the school-to-work mix right. 221
Globalisation, women and VET policy. 140
GNVQ assessment review project: final report. 358
GNVQs: managing implementation: emerging principles and practices in schools and colleges. 359
Good and bad use of open and flexible learning: findings of recent UK case studies. 443
Good, the bad and the unknown: equity and user choice in VET. 192
Governments and training: a necessary involvement? 493

Graduate destination survey report: a report on the Open Learning Institute's 1997 graduates. 056
Greater diversity in engineering, science and technology: report of proceedings, 7th women's forum 22 September 1997. 022
Group training. 081
Growing imbalance between the economic and social goals of education in the United States. 176
Guide to registration as a training organisation in SA. 064
Guidelines for employment and skills training in conflict-affected countries. 486
Guidelines to the quality framework for vocational education and training in NSW. 026

History of the preparation of teachers for vocational education and training at Griffith University. 562
Hospitality and tourism, baking, meat processing, and hairdressing: VET resource allocation project: an analysis of the supply and demand for training funded under the ANTA agreement. 090
House of Representatives Standing Committee on Employment Education and Training: inquiry into the appropriate role of Institutes of Technical and Further Education. 021
Human resource development in Mexico: recent policies. 462

ILO and conflict-affected peoples and countries: promoting lasting peace through employment promotion. 485
Impact of research on VET decision making. 091
Impact of VET research on policy, practice and performance. 179
Implementation of cooperative education in vocational high schools in Taiwan, R.O.C. 350
In defence of training. 213
In the name of progress?: skill and attitudes towards technological change. 315
In training for the cup. 209
In-company training: a contribution to lifelong learning? 431
Indian journal of open learning, volume 7, number 1, January 1998. 371
Indigenous participation in higher education: culture, choice and human capital theory. 158
Individual and company information and counselling requirements: new challenges for vocational guidance. 408
Individual educational investment account: a Swedish proposal. 529
Industry partnership: leaning on a broken reed. 039
Industry training monograph series: cultural and recreational services. 117
Industry training monograph series: education. 115
Industry training monograph series: finance and insurance. 112
Industry training monograph series: government administration and defence. 114
Industry training monograph series: health and community services. 116
Industry training monograph series: personal and other services. 118
Industry training monograph series: property and business services. 113
Industry training monograph: accommodation, cafes and restaurants. 109
Industry training monograph: agriculture, forestry, fishing. 102
Industry training monograph: communications. 111
Industry training monograph: construction. 106
Industry training monograph: electricity, gas and water supply. 105
Industry training monograph: manufacturing. 104
Industry training monograph: mining. 103
Industry training monograph: retailing. 108
Industry training monograph: the overview. 101
Industry training monograph: transport and storage. 110
Industry training monograph: wholesaling. 107
Industry VET training plan 1999-2001. 050
Industry vocational education and training plan 1999-2001. 048
Industry-education collaboration. 349
Informal, practice-based learning for professionals: a changing orientation for legitimate continuing professional education? 281
Information kit: using key competencies to enhance workplace practice. 251
Information literacy: the Australian agenda: proceeding of a conference. 277
Initial and continuing training in Portugal: present situation and future outlook. 427
Integrated online learning services for vocational education and training. 331
Integration of young people into working life in the United Kingdom. 531
International co-operation in curriculum development for vocational education and training: Polish experience. 415

TITLE INDEX

Introduction to psychology. 261
Investigation of equity performance indicators for the vocational education and training sector. 100
Investing in people: European Social Fund policy and priorities. 516
Investors in people: a qualitative study of employers. 373
Invisibility?: spiritual values and adult education. 286
Ireland: adult training and retraining. 456
Is apprenticeship better?: a review of the economic evidence. 369
Is training an effective strategy for small business? 204

Job search guide. 267
Job specification and skill test. 563, 564
Join the dots. 211
Journal of vocational education and training, volume 49, number 4, 1997. 291
Journal of vocational education and training, volume 50, number 2, 1998. 360
Juventud, trabajo y educacion: el caso del Cono Sur de America Latina. 473

Key indicators on Central and Eastern European countries. 420
Key performance measures for vocational education and training: final report key performance measures implementation plan: report. 278
Key policy issues in the implementation of user choice. 242
Knowing more about CPSC: CPSC question & answer primer. 549

L'ajustement structural et la formation professionnelle: quelles lecons tirer de l'experience tunisienne? 468
La nouvelle donne de l'insertion professionnelle des jeunes en France. 467
Labour market developments and education and training policy. 526
Labour market review south west, autumn 1997. 377
Labour market review south west, spring 1993. 382
Labour market review south west, spring/summer 1994. 380
Labour market review south west, summer 1995. 378
Labour market review south west, summer 1998. 491
Labour market review south west, winter 1993/94. 381
Labour market review south west, winter 1994/95. 379
Labour market trends and information needs: their impact on personnel policies. 401
Labour markets and training in Central and Eastern Europe. 411
Language and literacy competencies in service industries. 072
Law 44/86: seven years of enterprise set-up in southern Italy: innovative mechanisms and in-company training. 534
Le magazine for education, training and youth in Europe, issue 9, 1998. 370
Learning as a lifelong process?: psychological and pedagogical comments on the learning society. 438
Learning context within the workplace: as perceived by apprentices and their workplace trainers. 292
Learning in rural communities: a response to rapid economic change. 137
Learning to work: employer involvement in school-to-work transition programs. 375
Learning: the treasure within: report to UNESCO of the International Commission on Education for the Twenty-first Century. 351
Life skills for the world of work: experiences in South Africa. 476
Life-long learning through vocational education: the path of the snake. 155
Lifelong learning as a policy response. 132
Lifelong learning in retrospect. 428
Lifelong learning movement in Japan: strategies, practices and challenges. 568
Lifelong learning: a theme of social dialogue and collective agreements. 435
Local perspectives on new process technology and employment. 312

Maitland schools engineer Metals traineeship. 033
Making of a corporate plan. 322
Market force: an interview with Sandra Yates. 041
Market, standards and the community, or new education. 500
Match between educational qualifications and jobs. 134
Metaevaluation des programmes de formation focalises sur les publics les plus defavorises des pays de l'Union Europeenne. 469
Midland College of TAFE annual report 1997. 264
Modern Apprenticeships and employers. 366

Modern Apprenticeships in college: something old, something new. 368
Modernisation and reform of vocational education and training in Estonia: a case study. 417
Modular initial and continuing education and training: a comparative survey of the education system in the United Kingdom and Germany. 446
Modularisation and qualifications reform in the UK: some realities. 448
Modules in vocational training. 447
Monthly labour statistics and research bulletin, no. 592, vol. 50, no. 5, May 1998. 300
Monthly labour statistics and research bulletin, no. 593, vol. 50, no. 6, June 1998. 301
Monthly labour statistics and research bulletin, no. 594, vol. 50, no. 7, July 1998. 398
Monthly labour statistics and research bulletin, no. 595, vol. 50, no. 8, Aug. 1998. 399
MOSEDG school to industry program: building a workplace learning community. 154
Multiliteracies: meeting the communications challenge in TAFE. 069
Multinational firms and qualification inflation in a hi-tech labour market. 307

National competency standards, guidelines and qualifications: veterinary nursing training package. 153
National vocational education and training planning seminar: Sydney 8-9 December 1997. 018
National Vocational Qualifications, Scottish Vocational Qualifications and competence-based education and training: from de Ville to Beaumont. 293
Natural resources: VET Resource allocation project: an analysis of the supply and demand for training in Tasmania with a focus on accredited training, funded under the ANTA agreement. 089
Navigating the rapids: the role of educational and careers information and advisory services in vocational education and training. 139
New apprenticeships in Victoria. 252
New issues on occupational integration. 535
New masters of art. 210
New occupational patterns in an era of globalisation and rapid economic reform. 133
New technologies for education and training: a Philippine experience. 566
New technology new careers: the impact of company employment policy. 318
New trends in vocational training: two examples of innovation from Portugal. 453
New vocational education system. 389
Non-English-speaking background in adult vocational education: breaking through the barriers. 294
NSW public sector industry vocational education and training (VET) plan 1999-2001. 054
NSW sport and recreation industry vocational education and training plan 1999-2001. 045
NSW strategic vocational education and training plan 1998-2000. 020
NSW telecommunications, information technology, postal services and printing industry vocational education and training plans 1999-2001. 055
NSW utilities & electrotechnology industry vocational education & training plan 1999-2001. 044

Observations on the challenges and priorities for vocational training in Central and Eastern European countries. 412
Occupational health and safety no. P-05: preventing occupational violence. 009
Occupational health and safety policy no. P-03: noise control and hearing conservation. 007
Occupational health and safety policy no. P-04: manual handling. 008
Occupational health and safety policy no. P-06: first aid in the workplace. 010
Occupational health and safety policy no. P-07: managing hazardous substances. 011
Occupational health and safety policy no. P-08: preventing skin cancer. 012
On the fast track to employment: school-based apprenticeships. 079
On the ground: weaving theory and practice in an adult education degree. 284
Open Learning Institute advertising campaign: final report March 1998. 060
Opening up of the Leonardo da Vinci programme to the countries of Central and Eastern Europe. 418
Options for work and education. 235
Organization design and on-the-job learning: their relationship in the software industry. 449
Origin and development of group training in Victoria. 253
Outlook for training in Australia's industries. 096
Overall reports by both countries. 338
Own-initiative continuing training in France: decline or renewal? 433

Paid educational leave in Belgium: is legislation slipping off the track? 502
Paradox of training in the small business sector of the British economy. 297
Part time traineeships and associated programs in NSW schools: 1998-99. 032
Part-time traineeships in schools. 031

TITLE INDEX

Participation in education and training by 16-18 year olds in England, 1987 to 1997. 376
Participation in VET in Australia: different drives, same needs? 183
Pathways: credit transfer from colleges to CIT, from CIT to higher education. 006
Pedagogical innovation in Danish vocational education and training. 452
Pedagogical skilling and promoting cooperation: a continuation training model for vocational training personnel. 451
Perceptions of improvement in job performance by participants in training courses: results from the 1993 survey of training and education. 243
Performance with merit in competency based training: report on a successful pilot. 265
Perspective on university-based vocational and distance education in the United States. 385
Perspectives on Aboriginal and Torres Strait Islander education. 122
Policy development and implementation of technical and vocational education for economic development in Asia and the Pacific: conference proceedings. 551
Policy symbolism and economic realities: ACE, equity and the market. 190
Political questions: ministers from Hungary, Latvia, Slovenia and Romania respond to questions on the process of vocational education and training reform in their countries. 413
Post-compulsory education and training for indigenous Australians. 159
Post-conflict Bosnia and Herzegovina: integrating women's special situation and gender perspectives in skills training and employment promotion programmes. 478
Potential destruction of the vocational education and training system. 186
Pre-vocational places program: survey of former students, New South Wales, October 1995. 019
Principals' responses to incorporation and the new funding regime. 295
Privatization and vocational training in Chile. 460
Problems of mutual internalised examinations and recognition of licence qualifications. 345
Problems on mutual internationalized examination of license/qualifications. 346
Professionalising the personal care assistant and community care worker. 014
Programmed exercises: a measure of competence to perform occupational activities. 450
Programs for lower secondary students supporting their access to vocational education and training in the senior years. 236
Project communications manual. 085
Promoting community partnerships: full service schools. 234
Promoting the guidance and exchange of the students between Australia and the Republic of China. 344
Proposed computer assisted learning system (CALS): an interactive multimedia project for drafting technology on CD-ROM. 558

Quality concepts: an overview. 257
Question of faith?: methodologies and systems for assessing non-formal learning require a legitimate base. 407

Rags and riches: ACE in TAFE 1994-1995: participation rates in rural and remote Queensland: a report. 057
Rapid economic change and lifelong learning. 130
Reading the market: a review of literature on the vocational education and training market in Australia. 171
Recognising our value: report on the project to develop a framework for the recognition of workplace competence in Boral Construction Materials Group (BORAL). 238
Recognition of training. 263
Reconceptualising apprenticeship: exploring the relationship between work and learning. 361
Reconciling TAFE's diverse roles. 067
Recruiting in a European company. 402
Reform of technical education and training in Great Britain: a comparison of institutional learning in Europe. 523
Reforms in the vocational education and training systems of the Nordic countries: development of reform scenes and modifications to reform ideas. 510
Regional meeting for UNEVOC network members Asia and the Pacific: conference papers. 555
Relations entre les nouvelles formes de travail, la formation et l'insertion professionnelle. 470
Relationship between further training and career progression: the German model, its strengths and risks in the context of lifelong learning. 434
Relationship between ISO series of standards and Australian Business Excellence Framework. 247
Report of the ILO interregional seminar on reintegration of conflict-affected groups through skills training and employment promotion, 3-7 November 1997, Turin. 477
Report on visit to Hong Kong and China: 30 November to 10 December 1995. 058

Research on higher and vocational education: different drums, different beats, not within earshot of each other. 178
Rethinking years 9 and 10: findings from a national research study. 233
Retraining adult workers in Sweden. 454
Retraining adults in Germany. 455
Retraining under conditions of adjustment: Brazil. 458
Retraining under conditions of restructuring: Japan. 457
Review of the potential for increasing workplace learning opportunites with employers for secondary school students in school-based vocational education and training programmes. 573
Role of education and training in local democracy. 503
Role of education and training in the economic growth and development process. 239
Role of enterprises in lifelong learning: what can realistically be expected? 136
Role of the Ministerial Task Force on Vocational Education and Training in Schools. 226
Role of the social partners in the development of vocational training in countries in transition. 414

Sauvegarde des competences professionnelles et ajustement structural: le cas de la Guinee. 464
School enterprises: combining vocational learning with production. 556
Schooling and vocational preparation: is a revolution really taking place? 128
Second Australia-Taiwan conference on vocational education and training: proceedings: March 2-3, 1998. 329
Selected Asian economies and Australia: an overview of educational expenditure and participation. 174
Self-directed learning in the world of work. 409
Should we let them eat TAFE? 042
Showcasing best practice in Victoria's vocational education and training system. 256
Skill changes in maintenance work in British Telecom: an alternative view. 314
Skill, gender and technical change in a Nordic environment: typesetting in Iceland and Sweden. 308
Skilled maintenance work at British Telecom: findings from the Social Change and Economic Life Research Initiative. 316
Skills towards 2020 for global era: taskforce report on the development of vocational education and training in Indonesia. 474
Small business incentive scheme pre-release survey. 254
Small Business Professional Development Best Practice Program: Tasmania: final report. 082, 083
Small business training smarter: 1996/97 case studies. 086
Small but well-furnished training. 216
Smorgasbord. 215
Snares of the market economy for future training policy: beyond the heralding there is a need for denunciation. 517
Social exclusion and Modern Apprenticeships: a comparison of Britain and the USA. 367
Some experiences of Taiwanese and Australian students living and studying in each other's country. 343
Some remarks on modular training in the Federal Republic of Germany. 445
South Africa study tour. 583
Spanish companies and the new vocational training system. 405
Sport of kings in Queensland. 207
Staff development in VET: a critique of current practice. 040
Staff development strategy for supporting research priorities in the State Training Service. 262
Starting your own small business: a program for Aboriginal people. 259
State training profiles: a review of statistical documentation for the vocational education and training sector. 152
Strategic planning framework for vocational education and training. 581
Strategic training partnerships between the state and enterprises. 484
Student mobility within the European Union. 424
Study on the competence of training instructors in vocational education, public vocational training institutions and private enterprises in the 21st century. 334
Study on the effective collaboration between the enterprises and the technological-vocational education and training institutions. 337
Successful reform: reframing the national VET policy agenda. 180
Survey of client views and opinions of the Department. 005
Survey of teaching staff views and opinions of the Department. 004
Survey of users in 1996 user choice pilot projects. 127
Survey reveals benefits of CPSC programs. 323
Sustainable peace after war: arguing the need for major integration of gender perspectives in post-conflict programming. 482

TITLE INDEX

Sweden's folk university. 283
Sweden's labour market policy: a remedy for unemployment? 528
Swedish training system: future expectations of integration. 506

Tacit knowledge in a low tech firm. 496
TAFE graduate destination survey 1997: New South Wales: at a glance. 163
TAFE graduate destination survey 1998: at a glance. 143
TAFE graduate destination survey: Australian Capital Territory: at a glance. 170
TAFE graduate destination survey: Northern Territory: at a glance. 169
TAFE graduate destination survey: Queensland: at a glance. 165
TAFE graduate destination survey: South Australia: at a glance. 166
TAFE graduate destination survey: Tasmania: at a glance. 168
TAFE graduate destination survey: Victoria: at a glance. 164
TAFE graduate destination survey: Western Australia: at a glance. 167
TAFE music industry curriculum: best practice in the 90s. 065
TAFE: a practical necessity for university graduates. 184
Teacher training through radio in Nepal. 390
Teachers and trainers in the 21st century in VET. 333
Teachers exchanging ideas about assessment and learning. 028
Teaching and learning in vocational education and training. 121
Team spirit for racing in NSW. 206
Technical and vocational education in Malaysia: country report. 396
Technicism, teachers and teaching quality in vocational education and training. 363
Technocrat or visionary?: reflections on the Kangan legacy. 188
Technology, culture and craft: job tasks and quality realities. 302
Technology, pedagogy and globalisation. 386
TECs and their non-employer stakeholders. 356
To write?...too right. 248
Towards a framework for ILO policy and action in the conflict-affected context: training and employment promotion for sustainable peace. 487
Towards a management and leadership development framework: management and leadership development report. 266
Towards a policy of lifelong learning. 426
Towards an ideal resource allocation model for the vocational education and training sector. 126
Trade unions and training: workers' rights to training from the early 1970s to the early 1990s. 501
Traineeship training program: guidelines 1998. 025
Traineeships in the Illawarra. 034
Trainer training in vocational education and workplace literacy: report on Bangkok meeting, 20-24 May 1996. 565
Training agenda: a journal of vocational education & training, vol 6, no 3, August 1998. 030
Training and employment programmes for war-affected populations: lessons from experience in Mozambique. 480
Training and local development: an experiment in cooperation between different bodies for the provision of training on the Mediterranean coast. 495
Training and the employment problem of industrialized countries. 461
Training for transition from school to work in Germany. 463
Training in Europe grows closer: PETRA projects successfully completed. 520
Training needs of child care centres: case studies in Australia and Taiwan. 339
Training Packages: a perspective on quality. 037
Training Packages: opportunity or threat? 036
Training policies and systems information kit. 353
Training WA, volume 5, number 2, July 1998. 272
Training while in employment of unskilled and semi-skilled workers: the Training drive '95 launched by the Ford factory in Cologne. 439
Training, education and employment resource manual. 270
Training: who pays, who benefits?: the case of small retail firms. 195
Transfer: VET research and practice, vol 3, no 2, October 1998. 255
Translating training: can group training make the trip to Taiwan? 335
Trends on labour legislation and training. 490
Trying to keep up: the shifting sands of industry needs. 225
TVET and networking in the Philippines. 557

TVET, entrepreneurship training and rural development. 567

Understanding life in Australia: ESL for older learners. 250
UNESCO - TAFE Queensland conference: working together: vocational education in the Pacific and the UNESCO 1998 Pacific youth forum: final report. 550
UNESCO - UNEVOC international conference: vocational education in the Asia-Pacific region. 554
Union policies towards the training of workers with a low level of qualification: a comparative analysis. 533
University for industry: engaging people in learning for life. 352
Update: policy directions in employment and training, issue no. 15, June 1998. 271
Use of assessment tasks in vocational education training. 285
User choice/the open training market. 080
Users, goals and user choice in vocational education and training. 185

VET and higher education relations: a response to Marginson. 189
VET and the cultural industries. 066
VET experience of different groups of Australians. 578
VET in schools. 068
VET matters: vocational education and training, issue 9 (October 1998). 076
Vocal: Australian journal of vocational education and training in schools. 218
Vocational distance teaching system project. 395
Vocational education and at-risk youth in the United States. 497
Vocational education and training advice for the period 1999-2001. 053
Vocational education and training fact sheet. 419
Vocational education and training for offenders. 043
Vocational education and training in rural and remote Australia. 098
Vocational education and training in schools. 078, 227
Vocational education and training in the NSW HSC. 035
Vocational education and training not reported on the Senior Certificate. 142
Vocational education and training opportunities for adult VCE students. 258
Vocational education and training plan 1999-2001: for the arts and cultural industries in NSW. 046
Vocational education and training reform in Albania. 548
Vocational education and training reform in Bulgaria. 547
Vocational education and training reform in Estonia. 545
Vocational education and training reform in Hungary. 544
Vocational education and training reform in Latvia. 543
Vocational education and training reform in Lithuania. 542
Vocational education and training reform in Poland. 541
Vocational education and training reform in Romania. 539
Vocational education and training reform in Slovenia. 540
Vocational education and training reform in the Czech Republic. 546
Vocational education in senior secondary schools: the UK context. 222
Vocational education through radio: lessons from the Philippines schools on the air. 394
Vocational training European journal, I, 4, January-April 1995. 504
Vocational training European journal, I, no. 10, January-April 1997. 421
Vocational training European journal, I, no. 7, January-April 1996. 441
Vocational training European journal, II, no. 11, Mai-August 1997. 410
Vocational training European journal, II/III, no. 8/9, Mai-December 1996. 425
Vocational training European journal, III, no. 12, September-December 1997. 400
Vocational training European journal, III, no. 6, September-December 1995. 492
Vocational training European journal, no. 2, 1994. 524
Vocational training European journal, no. 3, 1994. 512
Vocational training for slow learners in Germany. 494
Vocational training in Austria. 509
Vocational training of young people in France: a resource difficult to exploit. 530
Vocational training policy of the European Union. 514

Way forward: sustainable work and life transitions for young Australians. 229
What new challenges will arise for education and training in Europe? 527
What's the difference? 205
Who participates in education and training?: an overview at European level. 430
Who should pay for tertiary education? 422

TITLE INDEX

Why do we have to do key skills?: student views about General National Vocational Qualifications. 299
Women in technical trades. 488
Work based learning: a good practice model. 354
Work organization and occupational development in CIM: the case of Swedish NC machine shops. 313
Work-based learning for young people: national policy 1994-1997. 365
Workplace mentoring: organising and managing effective practice. 125
World data on education. 2nd ed. 383

You can take the $ out of the $ocial but it doesn't make much 'cents': the learning 'community' as the means of reconciliation. 187
Young workers in high technology firms: opportunities and experiences. 320
Your VET guide to advanced standing for secondary students, 1998. 269

This index is in alphabetical order of author or contact person responsible for the preparation of the listed documents or projects. The numbers in this index refer to the running numbers of the individual entries.

AUTHOR INDEX

A, M. B. Peluffo 460
Abbott, Ian 299
Alex, Laszlo 416
Alfthan, Torkel 454, 489
Allen, Miles 056
Alpin, Carmen 401
Amadeo, Edward J. 458
Ambrosio, Maria Teresa 453
Anderson, Damon 067, 139, 171, 175, 180
Armstrong, David 372
Arthur, Rod 058

Bailey, Thomas R. 375
Bamberry, Larissa 019
Barbagelata, Hector-Hugo 490
Barnett, Chris 236
Barton, Dick 449
Basu, C. K. 559
Baumgartl, Bernd 412
Bayer, Chris 569
Bazalgette, John 372
Bean, Robert 215
Beeton, Danny 443
Behrendt, Erich 439
Bell, Rowena 098
Bengtsson, Lars 313
Billett, Stephen 125, 230
Bishop, John H. 497
Bjornavold, Jens 406, 407
Blum, Franz 450
Blunden, Ralph 121
Booker, Di 123, 277
Borgomeo, Carl 534
Borthwick, Jessie 581
Borton, Geoff 340
Bossard, Pam 248
Boston, Ken 227
Boughton, Bob 099
Bourdon, Jean 464
Bowen, Allan 388
Brennan, Ros 073
Brooker, Ross 292
Brown, Tony 241
Bryant, Cecily A. 480
Bulgarelli, A. 459
Burke, Gerald 131, 174, 177, 244
Burns, Wendy 577
Butler, Jim 292

Cabanatan, Priscilla G. 325
Campbell, Annie 579, 580, 583
Capecchi, Vittorio 501
Carlin, Paul 154
Carnoy, Martin 461
Carson, Lyn 074
Carton, M. 471
Casal, Joaquim 518
Casey, Derrick 212, 349
Catts, Ralph 195
Cervi, David 030
Chalmers, Norma J. 457
Chang, Chang-Tsair 338
Chang, Chi-Cheng 346
Chang, Frank Tien-Jin 341
Chen, Charles P. 296
Chen, Lih-Shyang 332
Cheshire, Carol 203, 208
Cho, Eunsoon 392
Chou, Chun-Mei 344
Chou, Tan-Huei 346
Christie, Michael F. 283
Clark, Jon 314
Clemenceau, Patrick 515
Collis, Betty 444
Comyn, Paul 036
Conti, Robert F. 302
Cope, Bill 069
Cornford, Ian R. 128
Cortada, James W. 357
Cotton, Geoff 083
Cramer, Chris 475
Cresson, Edith 426
Creutz, Emile 502
Cumming, Jim 233

D'Iribarne, Alain 429, 513
Date-Bah, Eugenia 482
Davis, Norman 430
Davis, Paul 172
Dawei, Zheng 393
De La Porte, Heleen Andre 424
Delors, Jacques 351
Dodd, Martin 417
Drexel, Ingrid 434
Duguid, Allan 443
Dunn, Lee 074
Dwyer, Peter J. 181

Edvardsson, Ingi Runar 308
Edwards, Lesley 261
Eliasson, Gunnar 402, 525, 529
Ellerington, Kerry 191

Falk, Ian 187, 232
Farla, Ton 412
Fearfull, Anne 306
Ferrier, Fran 127, 140, 175, 192, 241, 242
Figgis, Jane 224
Fincham, Robin 309
FitzSimons, Gail 138
Fitzsimons, Patrick 391
Fluitman, Fred 461
Foley, Paul 312
Fooks, Des 016, 039
Foster, Sue 246
Franklin, Kenneth 293
Freitas, Maria Jose 522
Frost, Mike 218, 234
Fuller, Alison 361
Gagliardi, Raul 489
Gallagher, Jane 014, 015
Gallasch, Pat 064
Gann, David 310
Garcia, A. Arteaga 462
Gaude, Jacques 470
Gaunt, Richard 373
Germe, Jean-Francois 433
Gibb, Jennifer 217, 578
Gill, Kevin 573
Gillis, Shelley 129, 219
Giovine, M. 459
Gizard, Xavier 469
Goetschy, Janine 505
Golding, Barry 042, 183
Gonczi, Andrew 186, 333
Gooley, Anne 331
Graham, Ian 295
Greening, Douglas 037
Griffin, Patrick 129, 219
Grilo, Eduardo Marcal 427
Grunewald, Uwe 431
Guemara, Jamel 468
Guile, David 362

Hakenberg, Peter 439
Hall, William C. 384
Hammer, Hans Dieter 446
Hampson, Vikki 254
Harke, Dietrich 451
Harrold, Ross 126
Hasan, Abrar 526
Haughton, Graham ... [et al.] 356
Haw, Geoffrey W. 553
Hawke, Anne 319
Hawke, Geof 091
Haynes, Bruce 120
Heidemann, Winfried 435, 440
Hendry, Chris 318
Hensgen, Anne 450
Herve, Michel 503
Heys, Kevin 027
Hill, Merv 206
Hillage, Jim 432
Hing, Tong Ma 174
Hodkinson, Phil 363
Holdforth, Dianne 189
Holloway, Jill 248
Hong, Jon-Chao 334
Hopkins, Sonnie 136
Horsburgh, Margaret 289
Hsiao, Hsi-Chi 350
Huang, Kuang-Chih 337
Huddleston, Prue 368
Hughes, Phillip W. 553
Hunter, B. 157
Hutton, Jean 372

Ihm, Chon-Sun 387
Iles, Bryan J. 058

AUTHOR INDEX

Jang, Kiwon 389
Jarratt, Denise G. 298
Jeffress, Stephen 347
Johanson, Richard 455, 456
Johnson, Gearold R. 385
Jones, Jan 339
Jonzon, Bjorn 454

Kalantzis, Mary 069
Kallen, Denis 428
Kamarainen, Pekka 510
Kastrissianakis, Antonio 516
Kaufmann, Jill 259, 260
Kaye, Derek 259, 260
Keating, Jack 228, 237
Kelly, Michele 237
Keulenaar, Theo de 327
Khatry, Laxmi Prasad 390
Kilpatrick, Sue 098, 137
Kinnaird, Bob 172
Kinsman, Martha 185
Kloft, Carmen 450
Kolinsky, Regine 437
Kozek, Tadeusz 415
Krogh, Lola 001
Kunzel, Klaus 438
Kyro, Matti 507

Laestadius, Staffan 496
Laidlaw, Richard 223
Lamburd, Peter 065
Lefresne, Florence 467, 531
Lenahan, Bob 174
Lenske, Werner 521
Levy, Margaret 354
Librero, Felix 394
Lim, Rosemary 294
Lin, Tsong-Ming 342
Ling, Peter 129
Liu, Hsiou-Hsian 337
Liu, Shan-Da 348
LLoyd, Carolyn 234
Lobner, Sabine 476
Locksley, Gareth 317
Long, Michael 134
Long, Mike 243
Lorenzen, Uwe 520
Lowry, Diannah 298
Lundborg, Per 511
Luttringer, Jean-Marie 414

Mackay, David 282
Mackey, Jonquil 248
Mackinnon, Ross 188
Maglen, Leo 133, 239
Maguire, Malcolm 366
Maichle, Ulla 450
Mallet, Louis ... [et. al] 403
Malley, Jeff 135, 196, 262
Marginson, Simon 178
Marques, Margarida 537
Marsh, Colin J. 002
Martin, Paul 335
Mascarell, Josep Vicent 495
Matlay, Harry 297
Maulik, T. N. 326
Maurer, J. L. 471
Mawson, Tim 418
McCabe, Darren 305
McCann, Andrew 125
McCormick, Kevin ... [et. al] 304
McDonald, Rod 091, 581
McGovern, Patrick 307
McGowan, Andrew 210
McIntyre, John 190, 241
McKenzie, Phillip 132
McNaughton, Alicen 100
McNickle, Cathy 013
Medina, Luis J. Garrido 472
Meiklejohn, Russell 289
Merle, Vincent 404
Mezger, June 343
Misko, Josie 231
Misola, Nehema Kilayko 557, 558
Misson, Edmund 205
Mitchell, Ayse G. 484
Mitchell, Irving V. 423
Morais, Jose 437
Morgan, Chris 019
Morgan, Kevin 317
Munch, Joachim 442
Munoz, Valeriano 405
Murphy, Tom 298
Murray, Freida 440

Nagarajan, Geetha 483
Nanninga, Regina 451
Nesporova, Alena 411
Nicholls, Mary 250
Nicoll, Katherine 141
Nicolls, Martina 152
Nielsen, Kjeld 311
Nielsen, Soren P. 452
Noonan, Peter 214

O'Brien, Pierce 207
Oczkowski, Eddie 073
Okamoto, Kaoru 568
Omar, Mustafa Bin 396
Osborn, Trisha 057
Otter, Sue 448
Ottersten, Eugenia Kazamaki 506
Owen, Elizabeth 570, 571

Packer, Darryl 555
Palmer, Dexter 576
Parkinson, Cassandra 066
Parkinson, Robert 373
Partington, Gary 122
Paterson, Mark 330
Penn, Roger 316, 367
Petrella, Ricardo 517
Pike, Ron 336
Piret, Christian 502
Pithers, R. T. 294
Planas, Jordi 436, 518
Ponkum, Pijarn 395
Pottier, Francois 433
Probert, Belinda 320
Pudney, Brian 575
Putz, Helmut 494

Quine, Colin 372

Rainbird, Helen 533
Raleigh, Robyn 250
Rau, Dar-Chin 344
Raval, H. C. 567
Reeder, Lynne 202
Rees, Pauline 285
Reid, Alison 289
Richardson, William 365
Riemer, Gerhard 509
Ritchie, Karen 281
Rix, Andrew 373
Robinson, Chris 204
Rolfe, Heather 315
Romero, S. Sierra 462
Rose, Jose 465, 535
Ruberti, Antonio 514
Ruetalo, Jorge 473
Rumberger, Russell 176, 198
Rushbrook, Peter 188
Ryan, Paul 369

Sargent, Michael A. 345
Schaack, Klaus 538
Schober, Karen 408
Schwab, R. G. 158, 159, 182
Scofield, Paul 253
Scott, Kerrie 125
Seabrook, Christine 071
Searle, Jean 072
Seddon, Terri 197, 262
Selby Smith, Chris 091, 127, 179, 242
Selby Smith, Joy 091, 127, 242
Semmens, Bob 043
Senker, Peter 303, 310
Seyfried, Erwin 519
Shackleton, J. R. 401, 493
Shah, Chandra 133
Sheldrake, Peter 225
Sheu, Shu-Wu 334
Shore, Sue 284
Siazon, Domingo L. 324
Singh, Madhu 556
Siraj, Zaibun 560
Skedinger, Per 528
Smith, Andrew 213
Smith, Bob 003
Smith, Clint 237

Smith, Erica 040, 073, 213
Sobski, Jozefa 038
Sorge, Arndt 523
Specht, Irma 479
Spring, Geoff 226
St Leger, Pam 154
Stabback, Phil 035
Stankiewicz, Francois 466
Stanmeyre, S. 327
Stewart-Rattray, James 582
Stojsavljevic, Millie 574
Stokes, Richard 216
Stoner, F. 359
Stonor, Frank 222
Straka, Gerald A. 409
Sutrisno, Joko 397
Suwarna, H. Achmad 561
Sweet, Richard 221
Sykes, Helen 235

Tanguy, Lucie 536
Tattam, Amanda 068
Tawagi, Carol 571
Taylor, James C. 386
Teeple, Madalen 499
Teicher, Julian 193
Thomas, Graham 317
Thomas, Rodger 561
Thompson, Keith 087, 088, 089, 090
Thomson, Liane 572
Titz, Jean-Pierre 498
Trembath, Richard 129
Tsay, Wu-Der 337

Unwin, Lorna 361

Vallence, Kevin 254
Van Empel, Carlien 479
Vartiainen, Henry J. 508
Vasquez, Oscar Corvalan 460
Velde, Christine 220
Verdier, Eric 530
Versluis, John 211
Vickerstaff, Sarah A. 364
Vikersjo, Kurt 402
Vinokur, Annie 500
Volkoff, Veronica 183
Von Bulow, M. 462

Walsh, Martha 478
Warner, Malcolm 302
Watson, Chris 209
Watts, Doug 312
Weeks, John 475
Weilnbock-Buck, Inge 412
Wellings, John 562
Werner, Mark C. 156, 184
Westrup, Jude 286
Whatley, Lisa 155
Whyte, Sue 320
Wiegand, Ulrich 447
Williams, Gareth L. 422
Wilson, Brenda 312
Wolf, Alison ... [et al.] 358
Wolfinger, Claudia 463
Wooden, Mark 194
Woods, John A. 357
Woolley, Madeleine 063
Wu, Ming-Ta 334
Wyatt, John 247
Wyn, Johanna 181

Young, Michael 362

Zedler, Reinhard 445, 532
Zygmunt, Christian 465

CORPORATE AUTHOR INDEX

This index is in alphabetical order of Institution or Organisation responsible for the preparation of the listed documents or projects. The numbers in this index refer to the running numbers of the individual entries.

Arts Training New South Wales. 046
Australia. Dept of Employment, Education, Training and Youth Affairs 083, 084, 085, 086, 200
Australian Competency Research Centre. 255
Australian Curriculum Studies Association. (ACSA) 002
Australian National Training Authority Research Advisory Council. (ANTARAC) 124
Australian National Training Authority. (ANTA) 153, 273, 274, 275, 276, 279
Australian National Training Authority. Performance Review Committee (ANTA) 278
Australian Student Traineeship Foundation. (ASTF) 229
Automotive Training Board (NSW). 050

BORAL. 238

Canberra Institute of Technology. (CIT) 007, 008, 009, 010, 011, 012
Canberra Institute of Technology. Counselling Department (CIT) 005
Canberra Institute of Technology. Counselling Dept (CIT) 004
Canberra Institute of Technology. Research and Evaluation Dept (CIT) 006
Charles Sturt University. Regional Economics Research Unit (RERU) 240
Colombo Plan Staff College for Technician Education. (CPSC) 374, 549, 552
Construction Industry Advisory Board (NSW). 053

European Centre for the Development of Vocational Training. (CEDEFOP) 400, 410, 421, 425, 441, 492, 504, 512, 524
European Commission. Directorate-General XXII 370
European Training Foundation. 539, 540, 541, 542, 543, 544, 545, 546, 547, 548
Finance Insurance and Business Services ITAB NSW. (FINBUS) 051

Great Britain. Dept for Education and Employment 352, 376

Holmesglen Institute of TAFE. 258

Indira Gandhi National Open University. 371
Indonesia. Ministry of Education and Culture 474
International Labour Office. Employment and Training Dept 353

Japan. Ministry of Labour 300, 301, 398, 399

Midland College of TAFE. 264
Monash University. Australian Council for Education and Research (CEET) 130

National Centre for Vocational Education Research. (NCVER)
092, 093, 094, 095, 096, 097, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 143, 144, 145, 146, 147, 148, 149, 150, 151, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 173, 201
National Electrical Contractors Association. (NECA) 160
National Finance Industry Training Advisory Body Ltd. (NFITAB) 199
National Languages and Literacy Institute of Australia. (NLLIA) 565
Nepal. Council for Technical Education and Vocational Training. National Skill Testing Board (CTEVT) 563, 564
New South Wales Communications Industry Training Advisory Body. 055
New South Wales Food Industry Training Council. 047
New South Wales Furnishing Industry Training Council. 052
New South Wales Mining Industry Training Advisory Body. 048
New South Wales Primary Industry Training Advisory Body. (PITAB) 049
New South Wales Public Sector Industry Training Advisory Body. (PSITAB) 054
New South Wales Sport & Recreation Industry Training Advisory Body. 045
New South Wales Utilities & Electrotechnology Industry Training Advisory Body. 044
New South Wales. Technical and Further Education Commission. 017
New South Wales.. Dept of Education and Training (DET) 021
New Zealand Qualifications Authority. (NZQA) 288

Open Learning Institute of TAFE (Qld.). (OLI) 056, 058, 059, 060

CORPORATE AUTHOR INDEX

Philippine Academy for Continuing Education and Research. (PACER) 566
Pro-team Management Pty Ltd. 287

Queensland Board of Senior Secondary School Studies. 142

Roy Morgan Research. 245

South Australia. Dept of Education, Training and Employment (DETE) 062, 064

TAFE Metals Consortium (WA). 265
TAFE Queensland. Corporate Marketing Services 061
Tasmania. Dept of Education, Training, Community and Cultural Development (OVET) 089, 090
Tasmania. Dept of Vocational Education and Training (DVET) 082, 087, 088
Training Accreditation Council Western Australia. 263

UNESCO International Project on Technical and Vocational Education. (UNEVOC) 551
United Nations Educational, Scientific and Cultural Organization. International Bureau of Education (IBE) 383
University of South Australia. Library 277

Western Australia. Dept of Training 269, 271, 272
Western Australia. Dept of Training (PACD) 266
Western Australian Training Information Centre. 267, 270
Worley Ltd. 268

SUBJECT INDEX

This index lists subjects in alphabetical order, with record entries grouped under the relevant subject heading. The numbers listed in this index refer to the running numbers of the individual entries.

Aboriginal community 099, 122, 124, 259
Aboriginal education 099, 100, 122, 124, 157, 158, 159, 182, 260
Aboriginal employment 157
Aboriginal student 122, 124, 578
Aborigine 259, 260
Access to education 023, 098, 100, 122, 124, 157, 158, 175, 176, 182, 183, 192, 236, 269, 277, 279, 294, 343, 355, 371, 377, 424, 432, 433, 436, 438, 440, 443, 444, 449, 474, 475, 476, 477, 478, 479, 480, 481, 482, 485, 486, 491, 494, 507, 578, 579
Accommodation 109
Accountability 279, 326
Accounting 113
Accreditation 014, 015, 142, 200, 216, 249, 263, 271
Accrediting authority 263
ACE 190
ACER 130
Action learning 086
Administration 088, 114
Admission requirements 269
Adult and Community Education 190
Adult basic education 250
Adult education 057, 172, 190, 241, 258, 280, 281, 283, 284, 285, 286, 287, 352, 454, 455, 456, 457, 458
Adult educator 284
Adult learning 286
Advertising 059
Advertising campaign 060
Advisory service 139
Age 579
Agricultural education 575
Agricultural training 102, 575
Agriculture 049, 102
AHURI 237
Albania 548
Annual report 062, 201, 264, 273, 274, 275, 276, 552
ANTA 016, 039, 119, 271, 273, 274, 275, 276, 278, 330
ANTA funded project 092, 094, 095, 097, 119, 127, 129, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 256
Apprentice 080, 109, 160, 208, 209, 242, 245, 253
Apprenticeship 016, 023, 079, 094, 095, 119, 127, 160, 196, 207, 240, 252, 265, 271, 361, 362, 369, 504, 508
AQF 142
Aquaculture 049, 577
Argentina 473
Art 046, 117
Article 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 281, 282, 283, 284, 285, 286
Articulation 006, 042, 061, 184, 269, 424
Arts Training NSW 046
Asia 174, 374, 384, 551, 553, 554, 555, 559, 567
Assessment 013, 028, 038, 098, 129, 153, 191, 199, 228, 237, 238, 255, 285, 358, 406, 407
Attitude 233, 289, 297, 307, 311
Auckland Institute of Technology 289
Australia 123, 174, 200, 292, 294, 298, 319, 320, 329, 330, 331, 332, 333, 335, 336, 338, 339, 340, 343, 344, 345, 346, 347, 348, 349, 388, 562
Australian Capital Territory 001, 006, 007, 008, 009, 010, 011, 012, 013, 014, 015, 151, 170, 569, 570, 571
Australian Competency Research Centre 255
Australian Council for Education Research 130
Australian Housing and Urban Research Institute 237
Australian National Training Authority 039, 119, 271, 273, 274, 275, 276, 278, 330
Australian Qualifications Framework 142, 330
Australian Vocational Education and Training Management Information Statistical Standard 092, 093, 094, 095, 097, 161, 162
Austria 509
Automation 310
Automobile industry 050
Automobile service 050
Automotive Training Board (NSW) 050
AVETMISS 092, 093, 094, 095, 097, 161, 162

Baking 090
Bank 051
Banking 051, 112, 470
Basic skill 302
Belgium 502
Benchmarking 245, 247
Best practice 082, 083, 084, 085, 086, 124, 229, 247, 256, 271, 336, 340, 583
Bilateral aid 417
Bosnia 478
Brazil 155, 458
Bricklaying 053
Broadcasting 117
Building society 051
Bulgaria 419, 420, 547
Business 224
Business project 058
Business skill 088
BVET 020

Cabinetmaker 052
Cambodia 565
Canada 296
Canberra Institute of Technology 001, 006, 007, 008, 009, 010, 011, 012, 013, 014, 015, 569, 570, 571
Career development 082, 083, 434
Career education 236
Career information systems 139
Career pattern 434, 436
Career planning 267, 296, 408, 582
Carpenter 052, 053
Case study 013, 086, 091, 124, 129, 135, 138, 155, 172, 195, 288, 303, 339, 357, 368, 388, 393, 417, 440, 443, 444, 453, 496, 503, 518, 532, 556
Cattle 049
CBT 071, 246, 330
Centre for Learning and Work Research 075
Certificate 142, 199
Certificate course 153
Child care 116
Child care worker 339
Chile 460, 473
China 058, 290, 393
Choice of technology 310
Civil engineering 053
Classroom 129, 230
Clerical work 285
Clerical worker 306
Client satisfaction 061, 172, 570, 571
Coal 048
Cognitive process 437
Cognitive skill 437
Colombo Plan Staff College for Technician Education 321, 322, 323, 374, 549, 552, 567

Communication 072, 085
Communications industry 055, 111, 160
Community 500, 512
Community development 046, 099
Community education 172, 190, 241, 250, 280, 287
Community organisation 099
Community programme 519
Community service 116
Comparative analysis 174
Competence 072, 129, 220, 237, 238, 251, 266, 306, 341, 450, 464, 524
Competency 191, 336, 400
Competency based assessment 001, 129, 220, 238, 255, 265, 285
Competency based training 038, 071, 246, 251, 255, 263, 265, 282, 285, 293, 330, 333
Competency standard 038, 153, 199, 237, 238, 403, 404
Competition 202
Compositor-typesetter 308
Computer aided design 558
Computer assisted instruction 211, 558, 576, 577
Computer assisted learning 558
Computer graphics 210
Computer industry 055, 309, 319, 449
Computer integrated manufacturing 313
Computing 113
Conditions of work 435
Conference 091, 329
Conference paper 014, 015, 130, 176, 177, 178, 179, 180, 181, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 554, 559, 561, 562
Conference report 551, 553, 554, 555
Construction 106
Construction Industry Advisory Board (NSW) 053, 087, 106, 310, 564
Construction worker 053, 106
Continuing education 195, 281, 427, 430, 436, 446, 451, 493
Continuing vocational education 281, 431, 433, 442, 465
Cooperative education 347, 348, 349, 350
Corporate planning 321, 322, 323
Cost 240, 357
Cost effectiveness 443
Council of Europe 498, 499
Counselling 004, 005, 139
CPSC 321, 322, 323, 374, 549, 552
CREATE Australia 066
Credit transfer 006
Credit transfer policy 061
Credit union 051
CRG People at Work 373
CSR Timber Products 580
Cultural factor 159, 535
Culture 117
Culture Recreation Education and Training Enterprise Australia 066
Curriculum 038, 228, 236, 259, 260, 261, 563, 564
Curriculum design017, 029
Curriculum development 002, 017, 029, 328, 415, 510
Curriculum reform 003
Curriculum research 002
Curriculum vitae 267
Czechoslovakia 419, 420, 546

DACUM 328
Dance 046
Dangerous substances 011
Data analysis 092, 093, 094, 095, 097, 161, 162, 244
Data base 383
Data collecting 058, 092, 093, 094, 095, 097, 152, 244
Decision making 091, 136, 305
Delivery system 098, 124, 135, 196, 210, 211, 255, 352, 353, 357, 368, 371, 394, 435, 439, 538
Delors report 351
Denmark 311, 452, 520
Department of Education, Training and Employment 062
Design 046
DETYA 573
Development planning 239
Diploma course 153, 580
Directory 123
Disability 100, 578
Disadvantaged 100, 158, 294, 343, 492, 494, 497, 533, 535
Distance education 444
Distance study 325, 332, 338, 352, 371, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397
Dramatic art 046, 117
Drilling 048
Dual system 463

Early school leaver 578
Economic analysis 018
Economic conditions 018, 130, 511, 525, 529
Economic cooperation 029
Economic development 029, 239, 534
Economic factor 369, 411, 417, 529, 536
Economic growth 130, 131, 132, 239
Economic implication 131, 132, 133, 137, 138
Economic policy 131
Economic structure 505
Economics 174, 175, 180
Economics of education 134, 175, 176, 177, 185, 197, 198
Education 115, 134, 139, 141, 175, 176, 177, 182, 197, 198, 212, 239, 244, 270, 326, 351, 376, 383, 430, 435, 500, 503, 527, 529, 553, 582
Educational administration 295, 414, 507, 527
Educational change 384
Educational development 027, 043
Educational expenditure 174, 244
Educational finance 421, 422
Educational indicator 383
Educational innovation 288
Educational institution 549
Educational mobility 061
Educational needs 128, 139, 174, 502, 526
Educational opportunity 438, 442, 524
Educational plan 039, 044, 045, 046, 047, 048, 049, 050, 051, 052, 053, 054, 055
Educational planning 018, 020, 044, 045, 046, 047, 048, 049, 050, 051, 052, 053, 054, 055, 396, 484, 503, 514, 517, 530
Educational policy 020, 099, 120, 130, 132, 140, 141, 179, 180, 186, 242, 273, 274, 276, 279, 295, 303, 345, 346, 364, 365, 367, 368, 369, 387, 405, 410, 413, 418, 422, 426, 445, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 464, 465, 466, 467, 468, 469, 470, 472, 474, 484, 490, 498, 499, 502, 508, 515, 525, 526, 530, 581
Educational programme 229
Educational radio 394
Educational reform 018, 027, 036, 037, 038, 273, 274, 275, 276, 295, 351, 389, 404, 405, 410, 412, 413, 415, 416, 417, 448, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 464,

465, 466, 467, 468, 469, 470, 472, 490, 495, 498, 499, 500, 504, 509, 510, 514, 523, 524, 527, 529, 530, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548
Educational research 099, 201, 262, 400, 410, 421, 425, 441, 452, 492, 504, 512, 513, 523, 524, 536, 537
Educational resources 174
Educational system 126, 128, 174, 274, 275, 290, 383, 387, 388, 389, 396, 404, 410, 412, 423, 435, 446, 463, 464, 465, 466, 467, 468, 469, 472, 474, 490, 504, 507, 509, 510, 521, 523, 530, 536, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548
Educational technology 371, 386, 444, 566
Educational television 385
Electric power 044
Electrical engineering 202, 240
Electrical industry 044, 105, 160
Electrician 563, 564
Electricity 105
Electricity Supply Board 440
Electronics industry 044, 160
Emergency management 011, 572
Employee 194, 243
Employees attitude 315, 433, 440
Employer 080, 154, 194, 205, 221, 231, 240, 289, 297, 307, 311, 366, 571, 573
Employer employee relationship 573
Employment 019, 096, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 131, 134, 143, 144, 145, 146, 147, 148, 149, 150, 151, 160, 216, 232, 233, 235, 253, 270, 291, 309, 312, 320, 342, 353, 360, 381, 403, 461, 483, 485, 486, 487, 489, 500, 511, 519, 527, 570, 582
Employment interview 267
Employment opportunity 272, 488
Employment pattern 130, 133, 312
Employment policy 381, 505, 532
Employment service 113
Engineer 202
Engineering 022, 106, 202
Engineering industry 303, 304, 470
Enrolment 158, 569
Enterprise 135, 136, 191, 193, 195, 429
Entertainment 046
Entrepreneur 567
Entry into working life 531, 532, 535, 556
Entry level training 135, 196
Environment 011
Environmental education 272, 489
Equal opportunity 017, 041, 100, 122, 157, 158, 175, 176, 182, 183, 192, 279, 343, 367, 440, 478, 482, 488, 507, 578, 579
Equal treatment 017, 157, 440
Equivalence of certificates 344, 345, 346, 379, 424
ESB 440
Estonia 417, 419, 420, 545
Ethnic group 367, 522
Europe 317, 370, 379, 400, 401, 402, 403, 408, 410, 411, 412, 413, 414, 418, 419, 420, 421, 422, 423, 424, 425, 426, 428, 429, 430, 431, 434, 435, 437, 438, 441, 442, 444, 447, 453, 461, 469, 492, 493, 498, 499, 504, 512, 513, 514, 515, 516, 518, 522, 523, 524, 525, 527, 535, 537
European Communities 414, 519
European Social Fund 379, 516, 518, 519
Evaluation 004, 005, 152, 154, 171, 246, 289, 293, 299, 306, 310, 323, 327, 330, 332, 350, 357, 358, 364, 366, 369, 382, 393, 427, 428, 443, 445, 493, 513, 515, 516, 518, 528, 580
Examination 450
Exchange programme 338, 344, 348
Expenditure 205

Farm management 575
Farmer 575
Farming 049
Federal government 054
Film 046
Finance 051, 097, 112, 174, 199
Financial aid 417, 483
Financial management 051
Financial policy 295, 483
Finland 505, 507, 508
First aid 010
Fishing 049, 102, 577
Fitness 045
Flexible delivery 071, 141, 270, 325, 357, 368, 385, 390, 394, 395, 439, 443, 444, 447, 448, 558
Floristry 049
Food industry 047, 215
Food processing 215
Food production 047
Foreign student 344
Forestry 102
Forestry training 102
Formal education 232
France 404, 433, 467, 530
Fund 372, 422, 483
Furniture industry 052
Further education 159, 235, 241, 368
Further training 434
Future 329, 351, 388, 426, 427, 469, 477, 481, 527

Gardening 049
Gas 105
Gas industry 044, 105
GDS 056, 144, 145, 146, 147, 148, 149, 150, 151
General National Vocational Qualification 299, 358, 359
Germany, Federal Republic 416, 434, 439, 445, 446, 447, 455, 463, 494, 519, 520, 521, 532, 536, 538
GNVQ 299, 358, 359
Governing board 356
Government 114
Government agency 123
Government policy 024, 025, 132, 171, 172, 182, 222, 341, 363, 369, 422, 464, 465, 466, 467, 468, 469, 472, 473, 474, 476, 482, 484, 490, 492, 493, 502, 512, 514, 534
Government role 422, 529
Graduate 056, 144, 145, 146, 147, 148, 149, 150, 151, 163, 164, 165, 166, 167, 168, 169, 170, 570
Graduate destination survey 056, 144, 145, 146, 147, 148, 149, 150, 151
Graduate student 121, 289
Graduate study 121, 143
Grain 049
Graphic art 210
Great Britain. Dept of Employment. Learning Methods Branch 358, 373
Griffith University 075, 562
Group training 253, 335
Guide 549
Guidelines 093, 095, 153, 199
Guinea 464

Hairdressing 090, 118
Hazard 007, 011, 012

Health education 382
Health service 116
Hercegovina478
Higher education 122, 158, 178, 189, 348, 352, 421, 422, 423
Higher School Certificate 035
History 027, 253
Hong Kong 058
Horticulture 049
Hospital 116
Hospitality 090, 212
Hotel industry 109
Hotel worker 109
Housing 106, 237
HSC 035
Human resource development 029, 311, 324, 357, 397, 400, 402, 462, 493, 512, 516, 517
Hungary 416, 419, 420, 544
Hunter Valley Training Company 033
HVTC 033

Iceland 308, 505
Illawarra Senior College 034
Illawarra Skills Development Group Training and Employment 034
ILO 487
In plant training 373, 431
In-service education 120, 282
Income 131, 134, 174
Income distribution 131
India 371, 565
Individual development 437
Indonesia 327, 328, 397, 471, 474, 561, 565
Industrial policy 501
Industrial training 354
Industry 039, 044, 045, 046, 047, 048, 049, 050, 051, 052, 053, 054, 055, 096, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 136, 154, 191, 194, 224, 225, 227, 229, 232, 236, 302, 337, 341, 347, 349, 352, 422, 471, 484
Industry restructuring 454, 455, 456, 457, 458, 459, 460
Industry Training Advisory Board 044, 045, 046, 047, 048, 049, 050, 051, 052, 053, 054, 055, 194
Informal education 137
Information 139
Information dissemination 581
Information education 281
Information literacy 277, 576
Information needs 581
Information network 557
Information retrieval 277
Information technology 055, 210
Institutional cooperation 029, 337, 338, 347, 348, 349, 356, 368, 495
Institutional role 021
Instructional design 325
Insurance 051, 112
International cooperation 415, 416, 423, 442, 447, 498, 499, 519, 520, 521
International education 343
International Labour Organisation 487
International programme 512, 519, 520
International relations 442
Internet 331, 371
Ireland 307, 440, 456
ISD 034
ISO 9000 247, 326
ITAB 044, 045, 046, 047, 048, 049, 050, 051, 052, 053, 054, 055, 194
Italy 459, 520, 527, 534, 536

Japan 300, 301, 304, 310, 398, 399, 457, 568
Job analysis 538
Job description 582
Job design 302, 311, 318
Job placement 196
Job searching 267
Jockey 207, 208, 209
Joint project 058
Journalism 046

Key competency 135
Key Performance Measure 278
Knowledge level 496
Korea
387, 389, 392, 538
KPM 278

Labour 300, 301, 398, 399
Labour market 156, 312, 318, 327, 339, 342, 369, 381, 400, 401, 403, 410, 411, 412, 430, 459, 461, 463, 468, 475, 476, 477, 478, 479, 480, 481, 482, 483, 485, 486, 487, 488, 489, 490, 493, 500, 501, 504, 506, 511, 512, 513, 524, 525, 526, 527, 528, 529, 530, 531, 533, 534, 535, 536
Labour markets 221
Labour mobility 511, 525
Labour relations 435, 527
Latin America 473
Latvia 419, 420, 543
Leadership 191, 583
Leadership training 266, 282
Learning 121, 137, 138, 153, 187, 213, 217, 354, 355, 371
Learning activities 125
Learning motivation 286, 529
Learning process 288, 289, 292, 331, 333, 335, 351, 361, 362, 365, 386, 406, 407, 409, 425, 427, 433, 437, 438, 439, 441, 474, 496, 508
Learning support 343, 344
Legal system 113
Legislation 490, 492, 502, 524, 534
Leisure 045, 117
Leonardo da Vinci 418
Level of qualification 134, 159, 404, 517
Liberia 479
Library 046
LIF 372
Lifelong learning 130, 132, 136, 138, 139, 140, 155, 190, 214, 232, 351, 352, 355, 425, 426, 427, 428, 429, 431, 433, 434, 435, 436, 437, 438, 568, 579
Literacy 069, 248, 250, 565
Literature survey 013, 091, 100, 129, 171, 581
Lithuania 419, 420, 542
Local government 054, 522
Local Initiative Fund 372

MAATS 242
Malaysia 396
Management 063, 215, 266, 272, 538, 575, 583
Management attitude 432
Management development 088, 191, 266, 282
Manpower 324
Manpower planning 538
Manual 026, 248, 270, 325
Manufacturing 050, 104, 302, 313
Marketing 041, 085, 287
Mass media 046, 085
Material development 334
Mathematics 138, 239, 260
Measurement 275, 278
Meat industry 090
Mechanical engineering 240
Mentor 086, 125, 155, 272
Metal 048
Metalworking industry 033, 265
Mexico 462
Midland College of TAFE 264
Military personnel 475, 479, 480
Mining 048, 103

SUBJECT INDEX

Model 136, 361, 434
Modern Apprenticeships 361, 364, 366, 367, 368
Modern Australian Apprenticeship and Traineeship System 242
Modular training 441, 445, 446, 447, 448
Modular unit 445, 446, 447, 448
Motor vehicle industry 050
Mozambique 480
Multimedia instruction 558
Museum 046
Music 046, 065, 117
Music education 065

National 288
National Centre for Vocational Education Research 144, 145, 146, 147, 148, 149, 150, 151, 201, 203
National programme 023, 330, 365, 379, 405, 412
National project 161, 162
National Vocational Qualifications 303, 365, 380
Natural resources 089
NCVER 144, 145, 146, 147, 148, 149, 150, 151, 201, 203
Needs assessment 344
Nepal 390, 563, 564
New Apprenticeships 153
New Deal 377, 491
New South Wales 020, 021, 026, 027, 030, 031, 032, 033, 034, 035, 044, 045, 046, 047, 048, 049, 050, 051, 052, 053, 054, 055, 144, 163, 227, 581
New South Wales Board of Vocational Education and Training 020
New South Wales Department of Education and Training 020
New South Wales Utilities and Electrotechnology ITAB 044
New Zealand 200, 288, 289, 391
New Zealand Qualifications Framework 288
News media 046
Newsletter 271, 272
Niger 466
Non English speaking 100, 294, 578
Nonformal education 232, 406, 407
Nontraditional occupation 022, 488
North America 223
Northern Territory 150, 169
Norway 505
NSW 020, 021, 026, 027, 030, 031, 032, 033, 034, 035, 044, 045, 046, 047, 048, 049, 050, 051, 052, 053, 054, 055, 581
NSW PITAB 049
NSW Sport and Recreation ITAB 045
Nursery 049
Nursing education 014, 015, 382
NVQ 303, 365, 380

Occupational change 133
Occupational choice 408
Occupational classification 133
Occupational description 096, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118
Occupational health 007, 008, 009, 010, 011, 012
Occupational injury 007, 008
Occupational qualification 307, 345, 346, 450
Occupational research 096, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118
Occupational safety 007, 008, 009, 010, 011, 012
Occupational skill standard 308, 403, 404
OECD 526
Office work 306
Older people 014, 015, 381
Older worker 250
OLI 059, 060
On-the-job training 216, 240, 354, 369, 373, 391, 427, 432, 439, 449, 496, 500, 501, 534, 538
Online delivery 331, 352, 357, 576, 577
Online learning 210, 211, 331, 352, 576
Online training 577
Open learning 352, 371, 386, 443
Open Learning Institute of TAFE (Qld) 059, 060
Operational analysis 356
Organisation development 496
Organisation for Economic Co-operation and Development 526
Organisational change 309, 313, 314, 315, 316, 359, 454, 455, 456, 457, 458, 459, 460, 470, 471, 529
Organisational objective 357
Outcome of education 019, 098, 122, 134, 141, 143, 144, 145, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 176, 177, 181, 182, 183, 279, 294, 307, 363, 369, 448, 450, 461, 467, 472, 473, 476, 484, 494, 497, 506, 525, 535, 536, 570, 571, 578
Outdoor activities 045

PACD 266
Pacific region 374, 384, 550, 551, 553, 554, 555, 559
Painter 053
Parent 120
Part time employment 108, 230
Participation 057, 098, 120, 121, 122, 156, 158, 161, 162, 174, 182, 183, 204, 224, 279, 294, 299, 320, 355, 375, 376, 425, 430, 488, 494, 535, 578
PAS 468
Pedagogics 141, 386, 438, 441, 451, 452, 453
Performance 179, 265
Performance appraisal 357
Performance indicator 100, 275, 278, 441, 450
Performance profile 265
Periodical 002, 030, 070, 075, 076, 203, 218, 255, 280, 300, 301, 398, 399
Permanent Education 498, 499
Pharmaceutical industry 047, 138
Philippines 321, 322, 323, 324, 374, 394, 549, 557, 566
Pilot project 127
Planning 091, 581
Planning of training 018, 044, 045, 046, 047, 048, 049, 050, 051, 052, 053, 054, 055, 087, 088, 089, 096, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 152, 340, 484, 534
Plant operator 053
Plastering 053
Plumber 053
Pohang Steel Company 392
Poland 415, 419, 420, 541
Police 118, 282
Policy 007, 008, 009, 010, 011, 012, 135
Policy formation 091, 096, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 120, 140, 242, 483, 487, 516, 517, 583
Political aspect 528, 535
Population 174
Portugal 427, 453, 537

POSCO 392
Postcompulsory education 159, 181, 182, 214, 299, 365, 426, 446, 448, 454, 455, 456, 457, 458, 461, 500, 502, 509
Poultry 049
Prevocational training 019
Printing industry 055, 308
Prisoner 043, 380
Private training provider 019, 123, 173
Privatisation 202, 460
Productivity 302
Professional and Career Development Unit 266
Professional knowledge 363, 386, 436, 451, 452, 464, 492
Professional practice 003
Professional recognition 344, 345, 346, 378
Programme 156
Programme description 024, 025, 032
Programme effectiveness 057
Programme evaluation 084, 363
Project evaluation 083
Project report 265, 266
Promotion 287
Protective equipment 007, 012
Psychology 261
Public investment 422
Public relations 046
Public sector 054
Public service 054
Publishing 046

Qualifications 134, 153, 199, 200, 359, 448
Quality 026, 037, 129, 247, 257, 263, 271, 289, 305, 326, 357, 363
Quality control 305
Quarrying 048
Queensland 018, 056, 057, 142, 146, 165, 207
Questionnaire 003, 004, 005, 015, 019, 144, 145, 146, 147, 148, 149, 150, 151, 156, 231, 254

Racing industry 206, 207, 208, 209
Radio 046, 117, 390, 394
Railway transport 110
Real estate 113
Recognition of prior learning 073, 238, 284, 330, 344, 345, 346, 379, 406, 407
Recruitment 318, 334, 366, 401, 402
Regional cooperation 340
Regional development 216
Regional planning 018, 503
Relevance of education 289
Religion 286
Remote area 057
Repair 050
Research 091, 113, 171, 178, 179, 184, 201, 255, 291, 300, 301, 360, 398, 399, 578
Research and development centre 201
Research project 183
Research study 125
Residential care 014, 015, 116
Residential care worker 014, 015
Resource allocation 087, 088, 089, 090, 126, 241, 244
Resource centre 576
Resources development 268
Restaurant 109
Retail trade 108, 195
Retraining 454, 455, 456, 457, 458, 475, 477, 479, 480, 481, 482, 485, 486, 487
Road 106, 202
Road transport 110
Roofing 053
RPL 073, 238, 330, 344
RTCA 153
Rumania 419, 420, 539
Rural area 098, 100, 124, 187, 578
Rural community 098, 124, 137
Rural development 567
Rural education 057, 124, 567, 575
Rural industry 036
Rural training 124, 575
Rural Training Council of Australia 153
Rural-urban disparity 098

Safety 009, 572
Safety training 008, 009
Sales worker 108
Scaffolding 053
School 078, 079, 115, 120, 128, 135, 154, 218, 219, 220, 221, 229, 235, 236, 556
School leaver 272
Schooling 214
Science 022
Secondary education 068, 154, 269, 270, 573
Secondary school 031, 032, 033, 034, 035, 068, 078, 079, 142, 173, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 258
Selection
401, 402
Self assessment 013
Self development 409
Self-instruction 409, 439
Self-instructional material 325
Service sector 088
Sex discrimination 319, 367, 478
Simulation 029
Singapore 560
Skill 121, 132, 134, 136, 191, 232, 235, 268, 306, 308, 315, 319, 403, 476, 477, 481, 485, 486, 487
Skill analysis 306, 308, 314, 316
Skill audit 268
Skill certification 307, 345, 346, 359, 379, 404, 424, 450
Skill development 193, 237, 238, 292, 297, 304, 309, 310, 311, 313, 314, 316, 317, 318, 336, 342, 350, 362, 373, 387, 389, 397, 400, 401, 402, 406, 407, 411, 425, 429, 433, 436, 440, 449, 461, 462, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 485, 486, 487, 489, 492, 493, 497, 500, 502, 506, 508, 521
Skill shortage 268, 449
Slovenia 419, 420, 540
Small business 082, 083, 084, 085, 086, 172, 193, 195, 204, 215, 216, 217, 254, 259, 260, 271, 297, 378, 567
Small scale industry 254, 567
Social change 128, 130, 132, 137, 284, 500, 505, 529
Social development 284
Social participation 414, 495
Social policy 175, 529
Social worker 237
Society 175
South Africa 476, 583
South Australia 062, 063, 064, 076, 077, 078, 079, 080, 081, 147, 156, 166, 277, 574, 575, 576, 577
Spain 405, 436, 472, 495, 520
Sport 045, 117
Staff development 040, 262, 266, 281, 282, 292, 311, 318, 334, 335, 336, 373, 391, 392, 409, 432, 449, 574
Standard 092, 093, 094, 095, 097, 275, 278, 288, 326, 358, 373, 474
State government 054
Statistical analysis 119, 152, 172, 569
Statistical data 119, 161, 162, 173, 410, 420
Statistical table 569
Statistics 096, 101, 102, 103, 104,

SUBJECT INDEX

105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 152, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 173, 243, 300, 301, 376, 383, 398, 399, 504
Storage 110
Strategic planning 020, 152, 262, 279, 305, 321, 322, 324, 341, 357, 374, 477, 481, 484, 485, 486, 487, 498, 499, 528, 581
Structural change 526
Student 057, 142, 154, 155, 156, 173, 231, 232, 233, 235, 299, 343, 422, 573
Student exchange 344
Student mobility 424
Student placement 196, 224, 231
Student teacher 122
Student welfare service 005, 343
Study 139, 224, 583
Study abroad 338, 344
Summary 101, 143, 161, 163, 164, 165, 166, 167, 168, 169, 170
Supply and demand 339
Survey 004, 005, 014, 019, 056, 059, 060, 129, 143, 144, 145, 146, 147, 148, 149, 150, 151, 156, 163, 164, 165, 166, 167, 168, 169, 170, 243, 246, 266, 289, 299, 323, 446, 571
Sweden 283, 308, 313, 454, 496, 505, 506, 528, 529

TAFE 019, 021, 027, 028, 030, 040, 041, 042, 056, 057, 062, 063, 064, 065, 067, 069, 070, 115, 143, 144, 145, 146, 147, 148, 149, 150, 151, 156, 163, 164, 165, 166, 167, 168, 169, 170, 173, 178, 184, 188, 196, 235, 256, 264, 583
TAFE college 123
TAFE Metals Consortium (WA) 265
TAFE Queensland 061, 550
TAFE student 576
Taiwan, China 329, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 346, 348, 350
Task 285
Tasmania 082, 087, 088, 089, 090, 149, 168
Teacher 040, 115, 120, 122, 129
Teacher training 073, 074, 328, 334, 351, 363, 390, 538, 559, 560, 561, 562
Teaching 120, 121, 138, 489
Teaching and training material 325, 449
Teaching method 294, 325, 331, 333, 351, 352, 361, 371, 386
Team work 440
TEC 356, 364, 372, 380, 443
Technical education 155, 188, 227, 239, 290, 321, 323, 396, 523, 530, 551, 552, 555, 557, 559, 560, 561, 562
Technical training 324, 567
Technological change 018, 128, 135, 191, 239, 351
Technological innovation 496
Technology 022, 029, 138, 312, 313, 315, 320, 371, 580
Technology transfer 304
Telecommunication 055, 111, 317
TeleScopia Project 444
Television 046, 117, 385
Thailand 395
Theatre arts 117
Theory 428
Thesis 100
Tiling 053
Total quality management 305
Tour 583
Tourism 090, 212
Tourist industry 212
Trade union 501, 533
Trainee 080, 109, 208, 209, 242, 245, 253
Traineeship 023, 025, 031, 032, 033, 034, 094, 095, 119, 127, 156, 207, 216, 252
Trainer 040, 129, 451
Training 019, 091, 092, 093, 094, 095, 096, 097, 098, 099, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 121, 123, 124, 126, 128, 131, 134, 135, 136, 140, 141, 142, 152, 153, 157, 159, 161, 162, 171, 173, 175, 177, 178, 179, 180, 181, 183, 184, 185, 186, 187, 189, 192, 193, 194, 195, 196, 197, 198, 200, 202, 203, 204, 205, 206, 207, 208, 209, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 239, 240, 241, 242, 243, 244, 245, 249, 251, 257, 262, 270, 272, 285, 291, 318, 339, 357, 360, 370, 376, 378, 380, 411, 430, 432, 471, 503, 508, 537, 578, 581, 582
Training Accreditation Council (WA) 263
Training administration 064
Training course 243
Training drive '95 439
Training employment relationship 061, 298, 319, 347, 349, 350, 375, 377, 380, 381, 427, 428, 429, 430, 431, 433, 436, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 470, 471, 472, 473, 475, 476, 477, 478, 479, 480, 481, 482, 484, 485, 486, 487, 491, 506, 531, 532, 534, 535, 536
Training Enterprise Council 356, 364, 372, 380, 443
Training for Work 382
Training institution 123
Training market 171, 212, 326, 353, 380, 528, 538
Training material 334
Training needs 152, 160, 172, 225, 252, 268, 271, 294, 297, 298, 312, 317, 349, 357, 378, 380, 429, 440, 461, 494, 506
Training needs analysis 087, 088, 089, 090
Training objective 096, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118
Training of trainers 334, 363, 451
Training opportunity 202, 522
Training Package 036, 037, 153, 196, 199, 574
Training participation rate 077, 161, 162, 502
Training policy 016, 020, 098, 099, 130, 140, 171, 172, 179, 180, 242, 271, 273, 274, 276, 284, 297, 298, 336, 337, 351, 353, 355, 364, 366, 380, 418, 426, 454, 455, 456, 457, 458, 460, 464, 466, 490, 493, 501, 505, 517, 522, 526, 533, 538
Training policy coordination 273
Training programme 154, 210, 215, 229, 254, 323, 362, 374, 377, 379, 380, 382, 475, 476, 477, 478, 479, 480, 481, 482, 485, 486, 487, 491, 515, 516, 518, 519, 520
Training provider 337
Training scheme 270
Training system 027, 067, 080, 126, 135, 193, 196, 238, 274, 275, 337, 340, 341, 342, 353, 357, 397, 405, 443, 452, 459, 474, 477, 481, 482, 504, 506, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548

Training within industry 016, 081, 431
Transfer of training 496
Transfer policy 006, 345, 346, 424
Transferable skill 304, 496
Transition from school to work 154, 181, 221, 223, 375, 463, 497, 510, 524, 536, 556
Transport 110
Travel industry 110
Tree 049
Tunisia 468
TVET 557

UK 222, 223, 291, 293, 295, 297, 299, 303, 304, 305, 306, 309, 310, 312, 314, 315, 316, 317, 318, 352, 354, 355, 356, 358, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 372, 373, 376, 377, 378, 379, 380, 381, 382, 432, 443, 446, 448, 491, 523, 531, 536
Unemployment 130, 131, 233, 526, 528, 529, 538
UNESCO 351, 550, 551, 553, 554, 555, 559, 560, 561, 562
UNESCO Technical and Vocational Education Project 551, 559, 560, 561, 562
UNEVOC 551, 554, 555, 556, 559, 560, 561, 562
University 042, 115, 184, 283, 352, 385, 421
Unskilled worker 533
Upholstery 052
Uruguay 473
USA 176, 357, 367, 375, 385, 461, 497
User choice 127, 185, 192, 212, 242, 271

Value system 286
VETNETwork 218
Victoria 145, 164, 249, 252, 253, 256, 257, 258
Victorian Certificate of Education 258
Violence 009, 572
Vocational counselling 296, 408
Vocational education 019, 020, 021, 030, 058, 059, 060, 062, 064, 065, 066, 067, 068, 069, 070, 071, 072, 073, 074, 075, 076, 077, 078, 079, 080, 081, 083, 088, 091, 092, 093, 094, 095, 096, 097, 098, 099, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 121, 123, 124, 126, 128, 135, 140, 142, 152, 155, 156, 161, 171, 173, 175, 177, 178, 179, 180, 181, 183, 184, 185, 186, 187, 189, 192, 193, 196, 197, 198, 200, 201, 203, 213, 214, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 242, 245, 246, 249, 251, 255, 257, 262, 263, 264, 269, 270, 271, 278, 279, 285, 290, 291, 298, 321, 329, 330, 331, 332, 333, 334, 337, 340, 341, 343, 348, 349, 350, 353, 354, 360, 369, 370, 384, 385, 386, 387, 388, 389, 393, 394, 395, 396, 397, 400, 410, 412, 413, 415, 417, 419, 421, 425, 441, 448, 452, 474, 492, 497, 504, 507, 510, 512, 513, 514, 519, 520, 522, 524, 527, 530, 531, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 550, 551, 552, 554, 555, 556, 557, 559, 560, 561, 562, 563, 564, 565, 566, 567, 573, 574, 575, 576, 577, 578, 581, 582
Vocational follow-up 570, 571
Vocational guidance 296, 408
Vocational preparation 035, 375
Vocational training 016, 020, 021, 030, 059, 060, 062, 064, 065, 066, 067, 068, 069, 070, 071, 072, 073, 074, 075, 076, 077, 078, 079, 080, 081, 082, 084, 156, 193, 201, 252, 256, 264, 265, 269, 271, 272, 278, 279, 324, 329, 330, 331, 332, 333, 334, 337, 340, 341, 342, 348, 349, 353, 387, 388, 397, 400, 405, 410, 412, 413, 414, 415, 416, 417, 418, 419, 421, 423, 425, 435, 439, 441, 445, 447, 452, 453, 459, 460, 468, 474, 480, 490, 492, 493, 494, 495, 504, 507, 509, 510, 512, 513, 514, 515, 519, 520, 521, 524, 533, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 550, 556, 573, 574, 575, 576
Volunteer 237

WA Training Information Centre 267, 270
Wage differential 319, 511
Waiter 109
Waste disposal 010, 011
Water 202
Water supply 044, 105
Welfare 001
Western Australia 148, 167, 264, 265, 267, 268, 269, 270, 271, 272
Western Australia. Dept of Training 263, 265, 266
Wholesale trade 107
Woman worker 488
Women 100, 140, 440, 478, 482, 488, 578
Womens education 022
Woodworker 052
Woodworking 052
Work 233, 235
Work environment 320
Work experience 154, 231
Work incentive 254
Work organisation 302, 313
Worker 320
Working conditions 007, 009, 010, 012
Workplace 125, 129, 154, 191, 202, 409
Workplace education 086, 217, 223, 224, 229, 230, 238, 292, 297, 341, 352, 354, 365, 368, 439, 501, 565, 573
Workplace learning 125, 361
World Wide Web 211, 331, 371
Writing 046, 248, 325

Youth 108, 154, 161, 162, 181, 320, 369, 370, 467, 472, 473, 494, 497, 521, 530, 531, 532, 535, 536, 538
Youth employment 272, 467, 472, 473, 531, 532
Youth unemployment 463, 467, 472, 473, 531, 532

617